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Ten demonstration projects were established in selected rehabilitation facilities in cooperation with other agencies to serve mentally retarded young adults (ages 16 to 21 years, IQ's 50 to 75). Pupils in special class-workshop settings were evaluated by workshop managers, teachers, and rehabilitation counselors. Each project teacher was responsible for orienting the curricula toward the student's needs based on the area where he lived with the focus on developing social adequacy; consideration was given to the rehabilitation process as an integral function. Procedures for admission, evaluation, counseling, and job training and placement were developed. Sixty-two of the 209 students (29.67%) were rehabilitated under the project and were also clients of vocational rehabilitation; 13 were rehabilitated through other means; 24 were in training, in school, or in sheltered employment; seven worked part-time; three were homemakers; 44 were still in project classes; and 56 were non-rehabilitated. Problems in student selection and recommendations for future vocational programs are discussed; forms and letters used in data collection are provided. (LE)

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SPECIAL CLASS CURRICULUM AND ENVIRONMENT AND VOCATIONAL REHABILITATION OF MENTALLY RETARDED YOUNG ADULTS

PROJECT NO. RD-842
FINAL REPORT

Project Director: *Jasper Harvey, Ph.D.*
Associate Director: *Frank McMillan, Ed. D.*
Coordinator: *Ladean Embry Ebersole, M.A.*

UNIVERSITY OF ALABAMA
NOVEMBER, 1964

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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SPECIAL CLASS CURRICULUM AND ENVIRONMENT AND VOCATIONAL REHABILITATION OF MENTALLY RETARDED YOUNG ADULTS

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November, 1964

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Final Report

FOREWORD

This report is the final report of a three year investigation authorized as Project Number RD-842, Vocational Rehabilitation Administration Research and Demonstration Grant Program, United States Department of Health, Education, and Welfare, Vocational Rehabilitation Administration. The title of the project was as follows:

An Investigation of the Terminal Public School
Special Class Curriculum and Environment
and Vocational Rehabilitation of
Mentally Retarded Young Adults

This project was completed November 30, 1964, in the Department of Special Education, College of Education, University of Alabama, University, Alabama, by Dr. Jasper Harvey, Professor and Chairman of Special Education, Dr. Frank M. McMillan, Assistant Professor of Special Education, and Mrs. Ladean Embry Ebersole, Project Coordinator.

ACKNOWLEDGMENTS

Many individuals made important contributions to this Research and Demonstration Project. Special thanks are extended to Mr. O. F. Wise, Director, Division of Rehabilitation and Crippled Children, and to Mrs. Alpha Brown, Consultant, Program for Exceptional Children, both of the State of Alabama Department of Education, for their guidance and professional advice during the planning stages of this project and during its three years of operation. Without the contribution of each Liaison and Area Rehabilitation Counselor and Supervisor, each of the local Facility Managers, and each of the Project Teachers, this project could not have been completed.

The excellent cooperation of the nineteen City and County Superintendents of Education, their respective Boards of Education, Supervisors, and Principals of local schools to which the project classes were attached was greatly appreciated. The leadership of the Selma City Schools and their Superintendent in providing for and establishing the Selma Pilot Class was of great benefit and was most appreciated.

Appreciation is extended to Mrs. Claudine Wasson for her advice on concepts for the curriculum. Mrs. Wasson served as teacher for the Selma Pilot Class during the time of its existence, 1960-63. Special thanks are extended to Dr. Lucille Sexton, Associate Director of the project during its initial year, 1961-62, and to Mrs. Minna S. Garner, Demonstration Teacher for the Department, Summers 1960 and 1961, for their contributions to curriculum planning for the project.

Particular thanks should be extended to Mrs. Faye Summers, Mrs. Sugene Lawler, and Mrs. Frances Sellers who served sequentially as Project Secretary during the period of its operation, September, 1961-November, 1964. Each in her own way contributed to the effective operation of the project.

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CHAPTER I

BACKGROUND AND OVERVIEW OF PROJECT

Since the beginning of the Program for Exceptional Children in Alabama in 1955, as established by Act No. 249, H. 300-Dawkins, Hall, Goodwyn, Regular Session, 1955, and the subsequent establishment of classes for educable mentally retarded children and youth, there has been an increasing awareness of the need for carefully articulated planning between the Program for Exceptional Children and the Division of Rehabilitation and Crippled Children of the Alabama State Department of Education. There have existed unusually close working relationships between those two areas within the Department, with that cooperation extending down to local levels of special education and rehabilitation. As needs for professional vocational counseling increased, it became apparent that methods needed to be devised which would assist the local Rehabilitation Counselor in meeting those needs in as economic manner as possible in relation to the actual time factor given to potential clients.

In September, 1960, the Selma City Schools in cooperation with Vocational Rehabilitation and the local Civitan Training Center established a class in the Training Center. That class served as the pilot study for this project, terminating operation in June, 1963. In following the progress of that class, it seemed feasible to propose a project for consideration under the Vocational Rehabilitation Administration's Research and Demonstration grant program. Planning was begun to establish demonstration projects in selected rehabilitation facilities in cooperation with the Division of Rehabilitation and Crippled Children and the Program for Exceptional Children of the Alabama State Department of Education, local city and county boards of education, local rehabilitation facilities, and the College of Education of the University of Alabama. Conferences were arranged in twelve areas of the state where there were existing rehabilitation facilities. Agreements were reached so that demonstration projects could be established in eleven geographic areas of the state. As the project developed, only ten project classes were initiated due to the unavailability of a qualified teacher for one class. In addition to establishing the ten demonstration project classes, the purposes of this project were to demonstrate how cooperating agencies could assist in an organized program for the terminal education and rehabilitation of the mentally retarded; to develop curricula for mentally retarded young adults which considered the rehabilitation process as an integral and inseparable function; to develop a procedure which would be useful to the vocational rehabilitation counselor in his work with mentally retarded young adults; to identify factors which seemed to contribute to success or failure in selection, training, and placement of mentally retarded young adults; and to make a systematic follow-up on pupil-clients to determine the relative success of the program. More definitive discussions of these purposes will be found in subsequent chapters.

Review of literature pertinent to this project indicated that with the growth of industry from 1900, greater and greater emphasis was placed upon those skills directly dependent upon academic proficiency. As demands were increased upon students, those who previously had passed through school unnoticed became drop-outs. With the development of instruments for assessing intellectual ability during World War I and with the growth of compulsory school attendance laws, it became increasingly necessary for local school systems to establish classes for these youths. Those early classes emphasized manual training in order to prepare them for employment; however, their greatest deficit was in the field of social skills which now is recognized as one of the areas of greatest deficiency for the retarded. The Committee on Special Classes of the White House Conference of 1930 suggested that the primary consideration for the retarded should be in terms of what they potentially would be able to do in the world of work.

One of the first concerted efforts to prepare retarded young adults for job placement was included within the broad framework of special education for nonacademic pupils as described by the Bureau for Children with Retarded Mental Development in the New York City Board of Education. That program, developed during Hungerford's tenure as Director of the Bureau, included five essentials of an effective program. Those were: (1) occupational information, (2) vocational guidance, (3) vocational training, (4) vocational placement, and (5) social placement. Hungerford, DeProspo, and Rosenzweig (5) described these essentials in Vocational Rehabilitation of the Mentally Retarded, published in 1950. Programs then existing in Detroit, Schenectady, Newark, Toledo, and Philadelphia also were discussed. In referring to the mentally retarded, Hungerford (5, 61) indicated that if the retarded youth is to become and remain self-supporting, insofar as is possible, he must be taught specifically to choose the work he can do, to prepare adequately for that work, then be helped to find suitable job placement and be assisted in adjusting to the world of work. He further indicated that " . . . any other education—and any less education—is wishful rather than functional."

The first provision for rehabilitation of the mentally retarded was made by the Congress in 1943 as Public Law 113, an amendment to a previous bill which authorized rehabilitation services to the physically handicapped. The efforts of the Association for Help of Retarded Children, formed in New York City in 1949 were attempts at solving some common problems. Subsequent to that organization's development, the National Association for Retarded Children was formed in 1950. Through the efforts of NARC, the pressing needs of the retarded were presented to lay and professional groups throughout the country as well as to state and national legislators. The White House Conference of 1950 gave reinforcement to the attempts of the National Association for Retarded Children and since that time, programs and services for the retarded have developed at a rapid pace. The United States Department of Health, Education, and Welfare has outlined a comprehensive nine point program which includes research and fact finding, diagnostic and therapeutic measures, training of personnel, education of children and youth, assistance to the needy and social services, vocational training and vocational rehabilitation, public information, disability benefits, and strengthening the coordination of activities in planning and exchange of information with other departments and agencies, parent groups, and other voluntary agencies having interests in the field of mental retardation. The 83d Congress appropriated monies for the Department to strengthen its research under Public Law 565. During the years 1955 through 1957 the Office of Vocational Rehabilitation allotted more than $4,000,000 to private non-profit groups, state rehabilitation agencies, and other public organizations in support of research. In December, 1957, it was announced that a series of selected demonstration projects would be established to improve and speed up services in employment opportunities for the severely disabled under the directorship of the Director of the Office of Vocational Rehabilitation. Pilot programs were established to demonstrate occupational training for the mentally retarded. Collectively, the results of early research and demonstration projects indicated that a small percentage of the mentally retarded classified as educable with intelligence quotient ranges between 50 and 75 could be placed outside sheltered settings in competitive employment. Testimony given the Sub-Committee on Special Education of the Committee on Education and Labor of the United States House of Representatives indicated that results of a survey of public school systems having classes for the mentally retarded at the secondary level showed that fewer than ten per cent of retarded young adults remained in school through 12 school-years. That testimony also pointed up the need for more training programs as well as the fact that retarded children and youth need more, not less, preparation for life. In summary, research and demonstration projects have indicated a need for a wide spectrum of rehabilitation programs in the field of mental retardation, each of which should result in substantial lessening of the dependency of retarded young adults and in turn make tangible contributions to the retardate's family and community. With one notable exception, the 1957 Spring Conference of The Woods Schools which was concerned with "Vocational Training and Rehabilitation of Exceptional Children" (7), the major literature which treats on the vocational rehabilitation of the mentally retarded has come from state and federal rehabilitation sources. One of the most significant recent statements concerning the rehabilitation of the retarded was made by Kirk (6) in an address at the 1960 Texas Conference on Vocational Rehabilitation of the Mentally Retarded. In discussing possible approaches to the problem, Kirk (6, 43) stated

> A more progressive approach is to recognize that the social, psychological and occupational characteristics are to some extent at least dependent upon the situation in which the retarded has lived and worked. This point of view leads to altering situations in training and environment to such an extent that changes in characteristics can occur. The wide range of adjustment among the retarded of similar mental abilities should indicate to us that other social-psychological variables, besides subnormal intelligence, are responsible for performance or lack of performance. These are the variables that need to be delineated by new approaches and bold research.

This statement by Kirk gave emphasis to the approach used in this research project. The physical setting for the public school classroom was altered so that situations in training and environment also could be altered in order to make possible changes in social and psychological variables with which one is faced when concerned with the rehabilitation of the mentally retarded.

Each pupil-client's participation in this project was in one special class workshop setting within a rehabilitation facility. The workshop manager, teacher, rehabilitation counselor, and all other needed personnel were afforded the opportunity to know intimately the strengths and weaknesses of each pupil-client in terms of the primary objective of the project which was evaluation and establishing of a vocational objective for each pupil-client where possible.

Selection of pupil-clients was recognized as a critical factor from the initiation of the project. For the first project year, pupils considered for the project were within the chronological age range of 15-21 and intelligence quotient range of 50-75. After review of project activities and progress by

Mr. Glenn B. Calmes, Assistant Regional Representative, Atlanta Regional Office of Vocational Rehabilitation, Mr. O. F. Wise, Director, Division of Rehabilitation and Crippled Children, Mrs. Alpha Brown, Consultant, Program for Exceptional Children and the Project Director met to make revisions in keeping with those recommended as a result of that review. The original criteria for admission were changed to read:

> Those selected for admission to project classes shall be within the chronological age range 16-21 and intelligence quotient range of 50-75. In cases termed borderline it should be the discretion of the committee to make final recommendations for placement. To meet Vocational Rehabilitation requirements and Program for Exceptional Children requirements, any youth who places below 50 intelligence quotient points or above 75 shall be reported in writing to the project office as accepted for placement, with records reflecting the reason or reasons for deviating from the 50-75 range.

Concerning the change from the minimum chronological age of 15 to a minimum age of 16, the standard was not made retroactive, therefore, any youth who then was included within any project class and who had not reached his or her 16th birthday was continued as a pupil-client. That change was based upon experience gained from the initial year of operation of the project. It became increasingly evident that acceptance even at 16 chronological years likely would require a lengthy process with the possibility that certain pupil-clients would become discouraged prior to reaching a vocational objective within the stated time of three years. The original application, under Organizational Structure and Procedures to be Followed, stated:

> The initial six months of the program will be an evaluation period for determining behavioral and attitudinal characteristics of each pupil-client and the determination of academic assets and liabilities which he presents. During that period, the teacher also will be drawing from the workshop items for exploratory work; i.e., work samples and simple home mechanics as a beginning of evaluation for determining the rehabilitation potential for each pupil. Each student's program will become increasingly related to his needs from the vocational aspect. At the end of the initial six months period the local evaluation committee will evaluate the progress of each pupil-client. Insofar as is possible, classification or recommendation will be made within these four categories:
>
> 1. Client cannot profit sufficiently from further training or experience to justify his remaining in project special class;
> 2. Client has potential for training and employment only under workshop conditions;
> 3. Specific recommendations made for vocational training in an objective available in the facility; or
> 4. Client is considered a candidate for on-the-job training, training at one of the trade schools, or other type of training and placement outside the workshop.

A fifth category was added at the suggestion of Mr. Louis R. Schubert, Regional Representative, Atlanta Office of Vocational Rehabilitation. That category reads as follows: Pupil-client appears to have sufficient potential to warrant "adjustment training" in the workshop for the purpose of developing more personal, social, and work maturity essential to the termination of a specific vocational objective. There will be no deviation from the above stated plan except under the following conditions:

> The Alabama State Plan for Vocational Rehabilitation allows an individual to be kept on continued re-evaluation, with more specific terminal time noted. The general statement indicates a nine months period as feasible, with an additional period permitted with justification. As in the original proposal, the initial six months evaluation will stand. To meet the nine months criterion each pupil-client shall be evaluated at the end of the next three months period. Should the decision be made to continue a pupil-client within the status of 'continued re-evaluation' after the initial nine months, re-evaluation is required every three months thereafter. The initial six months evaluation and each three months evaluation shall be reported in writing to the project office on a regular form furnished by that office.

Experience underscored the necessity that the project teacher, the liaison rehabilitation counselor, and the workshop or facility manager, as well as others closely associated with the program, be aware at all times that the primary objective of the project was evaluation and establishing of a vocational objective for each pupil-client where possible. Recommendation was made that since each pupil-client was within the case load of the liaison rehabilitation counselor that the screening committee rely on him to guide them concerning eligibility requirements. Each liaison rehabilitation counselor was a member of the local Admissions and Dismissals Committee, therefore, it was feasible to obtain advice on that point. The reasons for this change were self-evident:

1. The recommendation made by the counselor was based upon consultation with the total committee; and
2. There were Vocational Rehabilitation policies, State, Regional and National, which must be met. The rehabilitation counselor was the only member of the committee who was aware of those regulations.

Experience indicated that there must be unqualified agreement among the project teacher, the liaison rehabilitation counselor, and the facility manager prior to a change in pupil-client status. The general availability of those three individuals for consultation indicated that when a pupil-client was ready for change, an agreement between those three was minimal, with such agreement being reached in conference. It was urged that other committee members meet at that time; however, when total committee participation was not possible, a verbal agreement, either by telephone or by letter, was obtained. Each project teacher served as secretary to the Admissions and Dismissals Committee. It was his/her duty to inform the chairman of the need for meeting. Each meeting of a committee, in whole or in part, was written up as minutes and kept as a permanent record. An Admissions and Dismissals Committee acted in two specific areas:

1. Evaluation of eligibility and feasibility as a potential pupil-client; and
2. Evaluation for a specific objective within the five categories outlined under Organizational Structure and Procedure to be Followed. (These are outlined on page 3 of this chapter.)

Each project class, during the first year's operation, was proposed to include a minimum and a maximum number of eight pupil-clients. That limited enrollment was predicated on the necessity of establishing, where possible, a guide for recommending an optimum number of pupil-clients for project classes. It was found that a professionally trained teacher who had had experience with retarded youths and whose classroom milieu was one of acceptance, may work well with fifteen pupil-clients. It should be added that under Alabama regulations, fifteen is the maximum number permitted in any class for retarded children or youths. Experience with project classes indicated that an equally qualified and experienced teacher whose pupil-client load included those with moderately severe physical disabilities could work adequately with only a maximum number of eight pupil-clients.

The local liaison rehabilitation counselor was the responsible individual for coordinating community efforts on behalf of the class in his area. That responsibility was allocated through the State Agency. Working relationships within each project among the rehabilitation counselor, workshop or facility manager, and the project teacher, were established so that responsibility for local contacts were shared; however, the designated responsibility was that of the liaison rehabilitation counselor.

This project was viewed as a feasible approach to community and State cooperation to provide a terminal program which will meet the academic and rehabilitation needs of a special group of mentally retarded young adults. The change of the minimal chronological age from 15 to 16 was further indication that the methodology of this project was not construed as being a way of relieving the local public school of its responsibility for providing a terminal program for upper age mentally retarded youths. Each project teacher continued to be a member of a regular faculty assigned to a specific school, but with teaching and program responsibilities centered at a rehabilitation facility.

CHAPTER II

METHODOLOGY

In this research and demonstration project, the pupil-client's participation was consolidated within one special class-workshop setting within a rehabilitation facility rather than having potential rehabilitation clients distributed throughout local city and county special education classes. It was that concept which was unique and which was thought to have promise as initially demonstrated by the Pilot Study which was operated by the Selma City Schools, Civitan Training Center, and state and local Rehabilitation Services. In each project class the workshop manager, rehabilitation counselor, and all other individuals involved were not required to work with several teachers who would have required extensive orientation for effective participation in the initial rehabilitation process. Experience in Alabama had demonstrated that when students were distributed throughout city and county school systems, it was not feasible nor possible for special class teachers to relate effective classroom activities with those of the local facility. In this project, interrelationships between special class personnel, rehabilitation personnel, and workshop personnel allowed careful articulation of the terminal special class curriculum and environment with the beginning rehabilitation processes for mentally retarded young adults.

A series of research and demonstration project classes was chosen as the best possible approach to extending school programs for mentally retarded young adults in Alabama while affording an equally workable approach to evaluation and placement in the rehabilitation setting. Individuals and agencies cooperating in this project were concerned with the needs of this group in terms of further training in academic, vocational, and adjustmental areas. At the inception of this project, the majority of special class programs in local school systems were terminating at the junior high school level. Only in isolated instances had teachers developed workable community participation. The program developed through this project initiated terminal programs in strategic areas of the state. Alabama's need for development of such programs for the retarded was essentially the same as existed in each of the other less urban states. The approach taken was one way of attacking the problem of serving the mentally retarded young adult at the critical terminal public school level. In planning the project, each individual and agency was keenly aware that in no way was the methodology of this project to be construed to be a way of relieving the local public school of its responsibility for providing a terminal program for the mentally retarded young adult group. Instead, the project was viewed as a feasible way for community and state cooperation to provide a terminal program which would meet the academic and rehabilitation needs of this specific group. Each project teacher was a regular member of a faculty assigned to a specific school with teaching and program responsibilities centered at a rehabilitation facility. It should be noted that the Alabama Program for Exceptional Children has made concerted effort to assist local superintendents of schools to establish high school level classes. Priority for allocation of new teacher units was given to such classes for 1962, 1963, and 1964.

The rehabilitation problem considered in this project was and is common to most states, in that the "workshop movement" has developed rapidly and in the near future each state will have a number of such centers throughout the state. Many of the findings of this project may serve to delineate guide-lines for states instituting more adequate services for the young adult mentally retarded.

The contribution which this project was expected to make to the Vocational Rehabilitation Program and its uniqueness were based upon the following:

1. Investigation of existing evaluative and training programs indicated that no state had attempted a similar demonstration project;
2. This project was planned cooperatively by the Division of Rehabilitation and Crippled Children and Program for Exceptional Children, both of the Alabama Department of Education, ten county school systems and nine city school systems which were located in Alabama counties where there existed an organized and controlled program of work experiences which could be articulated with special classes for mentally retarded young adults, and the College of Education of the University of Alabama; and
3. The recommended approach to curriculum planning would be of value in subsequent curriculum building.

Chapter V includes a basic outline and discussion of procedures developed which will be useful to a Vocational Rehabilitation Counselor in his work with the mentally retarded young adult. Data included within that chapter also are of specific interest in that there is no source within the current literature which considers admissions and dismissals, evaluation procedures, job training and placement, and parent and pupil-counseling in relationship to the young adult mentally retarded and the initial rehabilitation processes.

In the initial application one of the stated purposes was to establish eleven demonstration projects for mentally retarded young adults in selected rehabilitation facilities or centers in cooperation with the State of Alabama Department of Education, Division of Rehabilitation and Crippled Children, Program for Exceptional Children, local county and city boards of education, and the College of Education of the University of Alabama. In its actual operation, ten project classes were established in co-operation with the above noted agencies. Geographically, those research and demonstration classes were located in Birmingham (Birmingham City and Jefferson County), Decatur (Decatur City and Morgan County), Dothan (Dothan City and Houston County), Florence (Florence City and Lauderdale County), Gadsden (Gadsden City and Etowah County), Huntsville (Huntsville City and Madison County), Jasper (Jasper City and Walker County), Montgomery (Montgomery County Schools, a combined city-county system), Opelika (Opelika City and Lee County), and Tuscaloosa (Tuscaloosa City and Tuscaloosa County). The Anniston project class was unable to open for the 1961-62 school year due to inability of the cooperating systems to employ a teacher who met minimum qualifications for a teacher of the retarded as set forth in State Department Regulations. The Anniston unit was opened in September, 1962. It was not a project class, in the sense that it was considered an eleventh research and demonstration project class of the total project; however, the teacher received all communications concerning the project, was included in all work conferences, and made the same reports to the project office as did each other project teacher. All costs incurred were paid from local resources.

One unique facet of the methodology was that a full-time coordinator was employed to work with the ten project teachers within their respective classes to assist them in adapting the recommended approach to curriculum building to the needs of the area and to the facility in which pupil-clients would be evaluated, given job-training, and finally job-placement. In addition, the Project Director and Associate Project Director made periodic site visits to work with the teacher and with the admissions and dismissals committee when requested or needed. Such visitations necessarily were time-consuming, since project classes were widely dispersed throughout Alabama. Tuscaloosa's facility was within the same city, while Dothan's facility was 228 miles from the University. Without extensive travel and site visitation, it would not have been possible to develop the curricula or to develop procedures for admissions, evaluation, job-training, and pupil-client and parent counseling which were stated aims for the project.

A closely allied phase of methodology were work-conferences and cross-visitations carried out during each of the three years. Work-conferences were scheduled five times each year, with one work-conference utilized as a cross-visitation. As an example, the first work-conference, held early in the initial project year, was planned as an orientation meeting, with time given to four areas. Those areas were: (1) general concepts for the curriculum; (2) development of teaching units; (3) aspects of reading; and (4) problem areas in individual project classes and workshops. Each work-conference was described in detail for the first and second years in the First Year Report (3, 7-83) and in the Second Year Report (4, 22-44). Work-conferences were not scheduled regularly, but were planned when there was an expressed need for total-group-participation. At least once each year the work-conference included state and local rehabilitation personnel, workshop personnel, state special education personnel, as well as all project teachers and central project staff. Without work-conferences, which allowed for unusually close personal and professional working-relationships, many beneficial aspects of the total project could not have been realized.

Another basic methodologic consideration was the initial evaluation of pupil-clients. The first approach required evaluation at the end of six months. Emphasis was placed upon determining behavioral and attitudinal characteristics of each pupil-client and the determination of academic assets and liabilities which he presented. Insofar as was possible, classification or recommendation was to be made within four categories:

1. Client could not profit sufficiently from further training or experiences to justify his remaining in project special class;
2. Client had potential for training and employment only under workshop conditions;
3. Specific recommendations were made for vocational training in an objective available in the facility; or
4. Client was considered a candidate for on-the-job training at one of the trade schools, or other type of training and placement outside the workshop.

After the first Review of the project by a member of the Regional Office of Vocational Rehabilitation, a fifth criterion was added: Pupil-client appeared to have sufficient potential to warrant "adjustment training" in the workshop for the purpose of developing more personal, social and work maturity essential to the termination of a specific vocational objective. The Alabama State Plan for Vocational Rehabilitation (2) allowed an individual to be kept on continued re-evaluation, with more specific terminal time noted. The general statement indicated a nine-months period as feasible, with an additional period permitted with justification. As in the original proposal the initial six-months evaluation was required.

To meet the nine-months criterion each pupil-client was evaluated at the end of the next three months period. Should the decision have been to continue a pupil-client within the status of "continued re-evaluation" after the initial nine-months, re-evaluation was required every three months thereafter. The initial six-months evaluation and each three-months evaluation was reported in writing to the project office.

Basic to the methodology was the concept that the pupil-client was removed from the project at the earliest possible date. As soon as one client had been placed, another pupil within the area was brought in and the process begun anew with that individual.

Population Description

The population consisted of 209 mentally retarded young adults whose intelligence quotient on a Stanford-Binet or Wechsler individual intelligence test, used in conjunction with other instruments deemed necessary by the examining psychologist, seemed to indicate that the level of intellectual functioning was within the educable range of mental retardation as defined by the Alabama State Plan, 1960 (1, 18-20). A second criterion was that the prospective pupil-client be within the chronological age range of 15-21. As discussed in the next paragraph, that age range was changed to 16-21 after the initial year.

Selection Procedures for Pupil-clients

As discussed in Chapter I, selection of pupil-clients was recognized as a critical factor. The original application stated: "Pupils considered for the project will be within the chronological age range of 15-21 and intelligence quotient range from 50-75. In borderline cases, it will be the function of the local evaluation committee and the appropriate University personnel to recommend placement." The first project review was made in October, 1962, and at that time recommendations were made concerning a change in selection of pupil-clients. The change was as follows:

> Those selected for admission to project classes shall be within the chronological age range of 16-21 and intelligence quotient range of 50-75. In cases termed borderline, it should be the discretion of the committee to make final recommendation for placement. To meet Vocational Rehabilitation requirements and Program for Exceptional Children requirements, any youth who places below 50 intelligence quotient points or above 75 shall be reported in writing to the Project Office as accepted for placement, with records reflecting the reason or reasons for deviating from the 50-75 range.

In regard to change from a minimum chronological age of 15 to 16, that standard was not retroactive, therefore any youth who then was in any project class and who had not reached his or her 16th birthday was continued as a pupil-client. That change was based upon experience gained from the initial year's operation of the project. It became increasingly evident that even with acceptance at 16 chronological years, a very lengthy process was required with the distinct possibility that some pupil-clients could become discouraged prior to reaching a vocational objective.

The written permission of each potential pupil-client's parent or guardian was secured for medical and psychological evaluation and for participation within the demonstration project. The team approach was used in determining who should be placed. A local admissions and dismissals committee was established for each of the project classes. The composition, procedures, and duties of those committees are discussed in detail in Chapter V. Records obtained, in addition to the school's cumulative folder, were (1) a psychological evaluation by a qualified psychologist; (2) general medical examination with referral to specialized areas as needed; and (3) general case history and home visitation. Medical and psychological evaluations were the responsibility of the local school district. Vocational Rehabilitation obtained such services when a school district was unable to provide them. Generally, it was the responsibility of the rehabilitation counselor and the teacher to develop the social case history.

Procedures for Data Collection and Analysis

The longitudinal nature of this investigation necessitated collection and analysis of numerous kinds of data. The Project Director, Associate Project Director, and Coordinator each was concerned with analysis and treatment of certain of those data. Data were collected through surveys, interviews, daily curriculum reports for the first year and weekly curriculum reports for the second and third years, written reports submitted by the Coordinator to the Project Director, site visits by the Project Director and Associate Project Director and cooperative work by local project teachers, rehabilitation counselors, and workshop managers in conjunction with the Coordinator in developing evaluative procedures for individual project units. Weekly staff meetings, including the Project Director, Associate Project Director, Coordinator, and Secretary, were held to point up areas needing immediate attention. The primary purpose of this project was demonstration; however, the research aspect was considered an integral part. In assessing success of the project, one aspect was to be continuation of project classes by the local city and county school systems as cooperative classes. Various kinds of surveys, interviews, and evaluations were completed during the first year and were reported in the First Year Report (3). Surveys and evaluations also were incorporated in the Second Year Report (4). Results of some of those will be included in this report; however, many were used as teaching devices and for securing data useful to the central project staff in making decisions concerning the direction for the project. Daily and weekly curriculum reports were assessed and data from them are included in Chapter IV which is concerned with "Curriculum Planning." Written reports by the Coordinator were continued for the first two years to advise the Project Director, Consultant, Alabama Program for Exceptional Children, and Director, Division of Rehabilitation of Crippled Children, of project site visits and of areas which needed attention as well as areas of commendable progress. Site visits by the Project Director and Associate Project Director served to reinforce impressions gained from surveys, curriculum reports, and other meetings such as work-conferences. In many instances, work-conferences served as a primary source for gathering evaluative data.

The major assignment of the Coordinator during the second year of the project was to give exhaustive attention to evaluative procedures used in individual project units. The Second Year Report (4, 63-216) included a comprehensive section on evaluative procedures used in each project unit. The work in the third year gave attention to refinement of those procedures. Chapter V consists of a synthesis of those procedures.

The data collected in this project did not lend themselves to involved statistical analyses. Daily and weekly curriculum reports were evaluated subjectively on content analysis using "General Concepts for the Curriculum" as outlined at Work-Conference I in October, 1961, and presented in detail Chapter II of the First Year Report (3, 2-6).

General Content of Subsequent Chapters

The Purpose of this project, as stated in the original application, listed six areas of specific concern. Those were

1. To establish eleven demonstration projects for mentally retarded young adults in selected rehabilitation facilities in cooperation with the Division of Rehabilitation and Crippled Children and the Program for Exceptional Children of the State Department of Education, local county and city boards of education, local rehabilitation facility boards, and the College of Education of the University of Alabama;
2. To demonstrate how cooperating agencies may assist in an organized program for the terminal education and rehabilitation of the mentally retarded;
3. To develop curricula for the mentally retarded young adult which consider the rehabilitation process as an integral and inseparable function;
4. To develop a procedure which will be useful to the Vocational Rehabilitation Counselor in his work with the mentally retarded young adult;
5. To identify factors which seem to contribute to success or failure in selection, training, and placement of mentally retarded young adults; and
6. To make a systematic follow-up on clients placed to determine the relative success of the program.

Ensuing chapters give specific attention to the fulfillment of those areas. Chapter III refers to accomplishments in areas one and two. Incorporated in Chapter IV is discussion of the development of curricula which consider the rehabilitation process as an integral and inseparable function, area three as noted above. Procedures developed which will be useful to a Vocational Rehabilitation Counselor in his work with the mentally retarded young adult, area four above, are included in Chapter V. Areas five and six are taken into account in Chapters VI through IX.

CHAPTER III

LOCAL DEMONSTRATION PROJECTS

The primary purpose of this project was demonstration. The research aspect was considered an integral part; however, basic to the overall purpose of this project was the establishment of demonstration projects for mentally retarded young adults in cooperation with nineteen city and county school systems which were located in Alabama counties where there was a local program of organized and controlled work experiences which could be articulated with special classes. In addition to local facilities and school systems, the State of Alabama Department of Education and its Division of Rehabilitation of Crippled Children and Program for Exceptional Children and the College of Education of the University of Alabama were the other major cooperating agencies. A second facet of the major purpose for this project, to demonstrate how cooperating agencies may assist in an organized program for terminal education and rehabilitation of the mentally retarded, permeates this final report. The global effectiveness of this project actually demonstrated how such cooperating agencies may assist.

In assessing the relative success of the research and demonstration project, continuation of project classes must be considered since their continuation as a cooperative class of local school systems, Program for Exceptional Children, and Division of Rehabilitation of Crippled Children was a direct indication of that project unit's effectiveness. Each of the ten project classes is discussed along with the Anniston rehabilitation class.

Birmingham. The project class located in Birmingham was a cooperative city-county unit, with Birmingham city schools and Jefferson County schools cooperating. The class was located in the Workshop for the Blind and Disabled. A classroom and workshop were constructed within the existing facility so that recommended experiences could be made available to pupil-clients. Pupil-clients also were used in training and production situations within the Workshop for the Blind and Disabled. Plans for the current school year are that this class will continue, although it will be moved into another setting that will be more accessible to potential pupil-clients from the Jefferson County Schools.

Decatur. The Decatur project class was located on the grounds of the Tennessee Valley Vocational Technical School. Housing for the first year was in the Administration Building. For the second and third years, the project class was housed in a newly constructed rehabilitation and evaluation center on the same campus. Since the rehabilitation center was planned and constructed after the beginning of this project, the physical facility included an unusually complete classroom area which was immediately accessible to the workshop area, thereby facilitating total articulation of programs. The cooperating school systems were Decatur City Schools and Morgan County Schools. That class is continuing as established.

Dothan. The Dothan project class was a cooperative venture of the Dothan City Schools and Houston County Schools. It was located within the local rehabilitation facility, New Hope Industries. At the beginning of the project, the most suitable room for housing was the conference room. That was immediately changed and given for the class. The situation was excellent in that a kitchen facility was constructed adjacent to the classroom and general workshop areas also were immediately accessible. The Dothan class is continuing unchanged from the 1963-64 school year.

Florence. The Florence class was located within the Muscle Shoals Rehabilitation Facility and was a cooperative class for Florence City Schools and Lauderdale County Schools. The physical facility consisted of a free standing classroom built within the workshop itself. Accessibility to any portion of the facility was immediate. That class is continuing unchanged from the 1963-64 school year. Plans are on the drawing board and ground breaking will be done within the near future for a greatly expanded Tri-Cities Rehabilitation Facility which will include that class as well as plans for an expanded program of a similar nature.

Gadsden. The Gadsden class was located within the Gadsden Rehabilitation Center at the Alabama School of Trades. That class was a cooperative venture of the Gadsden City Schools and Etowah County Schools. The class is continuing as established. One change which has come about was the allocation of the unit to the county schools rather than the city schools, which was an administrative decision of the local superintendents.

Huntsville. The Huntsville class was located in the Rehabilitation Center for the Crippled. New quarters were constructed for that class during the first year of its operation. Those quarters were adjacent to the room used for activities of daily living and immediately accessible to the workshop and evaluation center. For the current school year, there were no changes in its operations.

Jasper. The Jasper class was a cooperative endeavor of the Jasper City Schools and Walker County Schools. Physical facilities for that unit were located in the basement of a hotel, immediately across the street from the workshop of the Industrial Missions for the Handicapped. Although not immediately adjacent to the workshop, that location was used in training pupil-clients to follow schedules where immediate observation was not always possible.

Montgomery. The Montgomery project class was the only unit that had feeder classes within an immediately adjacent school. The class was located on the campus of the Children's School, a school for exceptional children and youth in Montgomery. The cooperating school system was the Montgomery County Schools, a joint city-county system. Classroom and workshop facilities were constructed for that class. An existing building was modified to provide these facilities. That unit continues uninterrupted. Plans now are being fulfilled to expand the existing unit to provide for a second project-type class and to provide additional kinds of work experiences and job training.

Opelika. The Opelika project class was located in the Achievement Center, the local rehabilitation facility. The cooperating school systems were Opelika City Schools and Lee County Schools. It should be noted that during the term of this project, Auburn City Schools became a separate school system and potential pupil-clients from that system also were included. The Achievement Center was established after the beginning of this project and consideration was given to housing the project class. That classroom was located so that the facility secretary could monitor passage from the classroom to the workshop and return. That class continues as established.

Tuscaloosa. The Tuscaloosa class was a cooperative effort between the Tuscaloosa City and Tuscaloosa County Schools. It was located within the Tuscaloosa Rehabilitation Facility. A building immediately adjacent to the facility was incorporated into the then existing facility, a connecting doorway was built and the building was refinished for the use as the project classroom. Immediate access was available to the general facility. Also available to that project class was a kitchen which was used by the project teacher in certain kinds of training. That class is continuing as established.

In planning for this project, conferences were arranged in twelve areas of the state where there were existing rehabilitation facilities. Agreements were reached so demonstration projects could be established in eleven areas. As discussed above, only ten project classes were initiated due to the unavailability of a qualified teacher for the Anniston project class. That unit was opened in September, 1962. It was not considered a project class in the sense that it was an eleventh research and demonstration class; however, the teacher received all communications concerning the project, was included in all work-conferences, and made the same reports to the project office as did each project teacher. State and local rehabilitation personnel, the Consultant, Program for Exceptional Children, and personnel specifically responsible for this project at the University of Alabama were of the opinion that this procedure was in direct fulfillment of the second facet of the Purpose of this project which was to demonstrate how cooperating agencies could assist in an organized program for the terminal education rehabilitation of the mentally retarded, as well as the fourth facet which was development of procedures which would be useful to the rehabilitation counselor in his work with the retarded young adult.

Each pupil-client's participation in this project was in one special class-workshop setting within a rehabilitation facility. The workshop manager, teacher, rehabilitation counselor, and all other needed personnel were afforded an opportunity to know intimately the strengths and weaknesses of each pupil-client in terms of the primary objective of the project which was evaluation and establishing of a vocational objective for each pupil-client where possible. In retrospect the physical closeness of the terminal public school class to the workshop facility and the resultant interpersonal relationships which could be established were a primary strength of the demonstration aspect of RD-842.

CHAPTER IV

CURRICULUM PLANNING

An expressed purpose of this project was to develop curricula for mentally retarded young adults which consider the rehabilitation process as an integral and inseparable function of the terminal public school's special class curriculum and environment. Those curricula were to consider mentally retarded young adults whose chronological age range was 16-21 and whose intelligence quotient range was 50-75. The plural designation, "curricula," was used in that the ten units included within the project were in widely divergent areas of Alabama. Each project teacher was responsible for orienting the curriculum in that particular project class to (1) cultural background, (2) type of facility, (3) physical disabilities of pupil-clients, (4) degree of retardation of pupil-clients, (5) prognosis of clients for actual work placement vs sheltered work-placement, (6) acceptance of the program in the facility and the community, (7) acceptance of program by the pupil-clients themselves, and (8) rural, semi-urban, or urban milieu in which clients would be expected to function. The general concept of curriculum planning for this project was such that each project teacher gave specific consideration to the rehabilitation process as an integral and inseparable function of the terminal public school special class curriculum and environment.

The recommended approach to curriculum development was as follows:

Main Goal:	SOCIAL ADEQUACY
Sub Goals:	Personal competence Vocational competence Social competence

Attainment of those sub-goals, and through them the main goal of Social Adequacy, depended upon the development of competencies in eleven areas. Those eleven areas were:

1. Social and emotional security;
2. Health and safety habits;
3. Vocational adequacy;
4. Vocational skills;
5. Skills in everyday living;
6. Motor ability and leisure-time activities;
7. Using language skills;
8. Number skills and concepts;
9. Using and understanding practical science;
10. Using arts and crafts; and
11. Using musical activities.

Those eleven areas were not considered to be discrete units. They were areas which articulate with and overlap each other. It is highly probable that any given activity would meet criteria under two or more areas. Segmented descriptions follow of factors considered within each of the eleven areas. These descriptions were presented in the First Year Report (3, 3-6) of this project and were as follows:

1. Social and emotional security. Self-direction in the community is begun at this level; however, it begins only after practice of self-control and self-direction within the room are established as extensions of the ability to function as an acceptable member of the class, workshop, and other areas of the facility. For some pupil-clients it will be necessary that they learn to make simple choices and decisions and abide by those choices and decisions. It is obvious immediately that such social and emotional security is developmental and is integral in each attempted task and situation in the class and workshop. Moral and spiritual values are considered, not in terms of value judgments and for the imposition of the value system of a particular teacher, but in terms of the social system in which the pupil-clients must live and function. The beginnings of self-evaluation in areas of social and emotional adequacies should be an early consideration, leading to increased self-direction and security in the job-setting. In this approach to curriculum at the terminal level, there is professional guidance, rehabilitation counseling, which augments intrensic direction. These contribute to the personal and social competencies of the pupil-client and in turn make for a beginning socially adequate individual.

2. Health and safety habits. Exploratory work in this area is imperative. There may be instances where all pupil-clients in a project class will be at an advanced level. It is doubtful that such will be the case; therefore, it is recommended that the following areas be explored and reinforced: (1) personal health habits and routines, with habits raised to the "Why?" levels; (2) grooming and care of clothing, with attention given to "Why?"; (3) eating habits and consideration of nutrition; (4) manners presented at the "Why?" level; (5) consideration of personal safety rules, including understanding of traffic signals; (6) optimal use of all residual sensory modalities; (7) causes and

and prevention of common diseases, with attention paid to routine care and courtesy in management of a simple cold; (8) attention to feminine hygiene, where appropriate, (9) the "Why?" for adequate rest and sleep; (10) consideration of grooming and the various levels of acceptable grooming - in the pupil-client's home, in the project class, and in the community; (11) health and safety factors in relation to employment; (12) dress and grooming appropriate to employment settings at a realistic and practiceable level; and (13) consideration of dress and grooming for social settings within the pupil-client's expected level of functioning, with concomitant consideration of minimal social amenities for those situations.

3. Vocational adequacy. This area articulates with and overlaps Vocational Skills. Many youths will have competencies in this area; however, the following should be evaluated: (1) ability to follow simple directions within the school environment; (2) work habits in school; (3) understanding of life in the neighborhood; (4) independent operation in the neighborhood; (5) knowledge of personal data; name, address, telephone number; (6) understanding of transportation in the community and state; (7) introduction to business through carefully planned field trips. As these are assessed and evaluated, there is beginning self-evaluation for vocational placement in terms of community job opportunities. Stress is placed on (1) independent use of transportation, (2) introduction to getting a job, (3) a continuation of field trips with emphasis on job opportunities, and (4) initial phases of professional evaluation. As the pupil-client advances, the self-evaluative process is continued, along with training in budgeting of money, budgeting of time, and simple business accounting such as simple banking. Youths will begin to compare possible jobs, with consideration given to (1) kind, (2) hours, (3) wages, (4) possibility for advancement, (5) procedures for securing certain jobs. Final phases consider actual professional evaluation, considerations of job problems with emphasis upon inter-personal relationships, making and adhering to a personal budget, and holding the job after securing employment.

4. Vocational skills. Levels of attainment must be assessed. To do this, consider making of small objects, activities in cooking and diswashing, cleaning, waxing, and polishing of classroom furniture and equipment. As these are attained, mending of clothes, sewing on of buttons, more complex household chores, more advanced cooking, woodwork, jewelry making, and leather work may be introduced. When these skills are established, consideration is given to electrical, metal, and wood repair work for the young men and to advanced household chores for the girls. Along with household chores, the girls would be introduced to use of simple patterns with skills developed as accomplished.

5. Skills in everyday living. Careful assessment is necessary in this area. No assumption should be made as to attainment of skills. Consideration should be given to (1) kinds and use of personal clothing, (2) use and care of the house where the pupil-client lives and expand to types, care, and use of houses, (3) family members and their functions, (4) simple instruction in foods—such as learning of labels, and (5) how we get food. As the above levels are attained, consideration is given to (1) child care, (2) repairs in and around the house, (3) yard care, (4) preparation and serving of foods, (5) beginning to assume family membership responsibilities, and (6) emphasize personal and family budgeting and banking. Final phases give attention to planning, buying, preparing, and serving of food; selection, purchase, and care of clothing; family living and its necessary relationships. A final review of budgeting is worked through as a most necessary skill in everyday living.

6. Motor ability and leisure-time activities. Assessment of physical skills required for ordinary games, dramatic presentations, active games, role playing, activities with large and small equipment and use of record player would be the first considerations. As these are accomplished, looking at magazines and books, use of smaller objects such as pictures and table games which require finer muscle and finger activities are required. Ability to run, jump, skip is assessed and those able to participate in active group games are provided the opportunity to participate. Dramatics, parties, and individual sports are planned as a part of the curriculum. The final phase is use of community and area recreation facilities. These last areas may be incorporated in a field trip on an extended basis.

7. Using language skills. This area is one of the most critical, and as such, it is imperative that it be approached from a developmental context. These areas would be assessed, and where not established, included as a part of the curriculum: (1) auditory discrimination, (2) auditory perception of initial sound, (3) ability to perceive rhyming words, (4) tracing basic symbols with a pattern, (5) visual discrimination of likeness and difference and at many levels of difficulty, (6) beginning sight vocabulary, (7) writing name with a pattern, (8) learning names of days of week, (9) use of experience charts. It would be hoped that the above areas would be established for most of the youths considered in this project; however, again it is stressed that where not actually established, they are to be included in planning prior to moving to the next areas. The next areas to assess and include, where needed, are: (1) incidental reading; (2) cooperative group work on writing experience stories;

(3) read experience stories with use of charts and with transcription into books for the upper aged; (4) introduction to functional spelling with no requirement to spell words which cannot be read; (5) the development of use of picture clues; (6) develop sight vocabulary; (7) seeing of whole figures; (8) parts and missing parts; (9) a continuation of development of reading skills, word recognition; (10) reading for information; (11) writing and spelling of functional words; (12) development of sentences and paragraphs; (13) introduction to writing simple business letters; and (14) use of and understanding of current events. As the above are developed, attention is given to: (1) reading at leisure time, with comprehension stressed; (2) writing for information in social, business and personal situations. There is need for expansion in each areas as it is established.

8. Number skills and concepts. As in Using Language Skills, above, this area must be approached from a developmental context, based upon needs of pupil-clients. Each youth would be assessed as to skills and concepts with curriculum planning then focused to develop and reinforce them. Attention should be given to the following: (1) begin writing numbers 1 through 10 with a pattern after establishing ability to count by rote to 10; (2) enumerate objects to 6; (3) sort number concept cards in sequences such as 1-2-3, 2-3-4, 3-4-5, 4-5-6; (4) recognize stick pictures to 6; (5) place numeral cards, dot cards, stick picture cards, and pictured object cards in sequence, 1-10; (6) identify objects in isolation, 1-10; (7) personal data: age, birthdate, telephone number, home address; (8) count by rote to 20; (9) begin development of number vocabulary; (10) identify coins; (11) identify number coming before or after a number; (12) begin with simple concrete addition and subtraction to 10, with addition and subtraction facts taught concurrently; (13) begin counting to 60 by 5; (14) introduction to telling time; (15) concepts of time: morning, afternoon, night, yesterday, tomorrow, hours of the day; (16) introduce use of symbols and their writing; and (17) making of change. As these are established, and it is to be expected that many of the youths with whom we are concerned will have only some of them and will need reinforcement of specific teaching, progress to: (1) the vocabulary of arithmetic, (2) addition and subtraction, (3) multiplication and short division, (4) use of time clocks in work situations, (5) ability to use money values: dollars and cents, (6) banking, (7) arithmetic in vocational contexts, (8) counting to 100 by 2's and by 5's, (9) continue reinforcement of changing money, (10) continue reinforcement of writing and use of number symbols, and (11) begin use of Roman numerals to 20. As these are established, expand and reinforce each and apply to problems in experience and in contrived situations. It is emphasized that concepts must be developed along with skills. The skills are of little value without the knowledges and understandings necessary for their use.

9. Using and understanding practical science. Develop more understandings and concepts around (1) things that grow, (2) weather, and its changes, (3) foods and their sources, and (4) greater awareness of nature around them. As the above areas are expanded, questions of "How?" "Who?" "Where?" and"Why?" are explored, (5) youths create interest centers, (6) understanding of current science, (7) practical concepts and understandings of things about us, (8) science in relation to jobs open to these youths. It should be noted that this area articulates with each of the other areas and the questions noted in (4), above, should be encouraged and developed.

10. Using arts and crafts. As conceptualized in this approach to curriculum, arts and crafts are overlappings in each of the other areas. They are not used in isolation and as "busy work." The approaches are infinite. Some of the materials and techniques may be: (1) crayons, (2) finger paints, (3) tempera, (4) clay modelling, (5) cutting and pasting, (6) weaving strips of paper, (7) making party favors, (8) use of ceramic clay, (9) raffia, (10) mosaics and tiles, (11) colors and their harmony, (12) making shelves and other wood activities, (13) relate to items listed under vocational skills, (14) refinishing of furniture along with various finishes, (15) making place mats and napkins, (16) relate to leisure time activities, both for males and females, (17) charcoals, (18) various other media. Use of certain materials almost are without the economic frame-of-reference of these youths. Selection of materials should give full consideration to the youth's ability to purchase and continue these away from the workshop and project class.

11. Using musical activities. Listening skills are involved in this area. Activities may be self-initiated or teacher initiated. Singing and action games involving music may be employed, along with square dancing and folk dancing. Social dancing may be used, where the community does not have values which prohibit its teaching. Music appreciation may be used, however, on a level appropriate to the youths with whom you are working. The primary thing to remember, you may have to accept their twist and bop prior to their accepting your value judgments concerning "good" music.

Expanded Concepts for Curriculum Planning

The approach to curriculum planning for the upper age mentally retarded youth considered in this project placed major emphasis upon the rehabilitation process as an integral and inseparable function of the terminal public school special class curriculum and environment. The main goal of SOCIAL ADEQUACY, with sub-goals of (1) personal competence, (2) vocational competence, and (3) social competence, was stressed.

The evolving curricula for the project classes seemed to indicate certain trends in philosophy and goals and in the planning, self-confidence and initiative were manifested by project teachers. Curriculum activities within the classroom and workshop of a given facility placed emphasis upon fundamental concepts of working with the mentally retarded. Those concepts were: (1) accepting the fact that mentally retarded young adults had varying deficits in perceptual and intellectual abilities which influenced the development of self-concept and impinged upon ability to differentiate his own needs from the demands of the world of reality; (2) effort was made to provide an environment in which each pupil-client could begin to view his community as a place which was not excessively threatening and as one which did not exist primarily for his own need satiation; (3) pupil-clients were helped to substitute a modicum of future gratification for immediate plans in learning to control certain environmental factors to abet their ability to master reality, i.e., waiting until job placement had been effected prior to marrying; (4) emphasis was placed on social adequacy in each area within which the pupil-client must compete, thereby aiding in the development of a "social conscience" which helps to eliminate frustrations and anxieties that serve as foundations for emotional overlays, i.e., social experiences which tend to resolve conflicts and frustrations arising from lack of social acceptance in various activities; (5) each experience within the classroom and workshop as well as within a job training or job placement setting was designed, insofar as possible, to alleviate anxiety, i.e., emphasis was placed upon such an environment due to disparity between aspirational and achievement levels for the retarded youth which frequently lead to a debasing self-concept; (6) planned daily programs within the classroom and workshop gave emphasis to assessment, re-assessment, evaluation, and re-evaluation within the current level of adjustment for each pupil-client; (7) curricula were based upon the inter-relationships of objectives, balance of learning experiences with their attendant adjustments and inter-personal relationships which placed emphasis upon job placement potential; (8) the curricula were not remedial in concept, but were well-defined learning experiences orientated to daily living and work activities which allowed for a choice of material, methods, and techniques, which implemented the desired educational objectives of self-realization, human relationships, economic efficiency, and civic responsibility; and (9) the unit of experience was used consistently to incorporate learnings and activities of social and civic experience.

To augment and implement the above noted concepts, specific activities were planned to initiate and develop as lucid a self-concept as possible for the retarded and to assist him in overcoming his continued dependancy status. Stress was placed upon a realistic acceptance of self and adjustment to the world of work in which he must function. It should be noted that the desired educational objectives for the mentally retarded, self-realization, human relationships, economic efficiency, and civic responsibility, as outlined by the Education Policies Commission of the National Education Association, are the same as for any youth. Learning experiences for the retarded are based upon adjustment and achievement with greater consideration given to (1) occupational training, and (2) vocational guidance, training and placement. Within the unit of experience, daily activities, as noted in project teacher's weekly reports, were indicative of a higher level of cohesiveness and constantly improving interpersonal relationships between project and workshop personnel and pupil-clients. Careful articulation of activities between the project classroom and work activities and assessments, along with cooperative evaluative procedures and techniques, resulted in compatible relationships which implemented ease of transition for the pupil-client from classroom to workshop to job-training to job placement.

The emphasis upon assessment, reassessment, evaluation and re-evaluation of each pupil-client's assets and liabilities seemed justified since those assessments and reassessments were longitudinal and were the shared responsibility and objective for the project teacher, workshop manager and instructors, and liaison rehabilitation counselor. Five areas were considered: (1) physiologic, (2) psychologic, (3) personality factors, (4) academic achievement, and (5) attitudes, interests, and skills. Particular attention was devoted to each pupil-client when there was an awareness of need in any of the above noted areas.

For the initial year of this project, a highly structured method of curriculum reporting was required. Since the project teachers, as a group, indicated that that method of reporting restricted them in describing activities and units, a narrative type of reporting was instituted for the second project year and continued for the third year. The second plan for reporting, a subjective explanatory type of reporting, seemed to allow for more flexibility and a more precise, creative description of the given project class's activities and units of experience. Narrative reports were required on a weekly basis; however, project teachers were not restricted to a time limit in reporting learning activities, that is, reporting of an activity or unit of experience over a period of weeks was allowed and encouraged, although weekly reports were required. The Associate Project Director read and evaluated each teacher's weekly curriculum report and made suggestions and criticisms where indicated. Assessment of the reports seemed to denote a continuing high level of motivation, adequate preplanning of activities, and follow-up evaluation, while at the same time they indicated use of group dynamics, habits, attitudes, and cooperative endeavor. Such an approach to curriculum reporting afforded project teachers opportunity to relate concepts of curriculum planning in a readable, realistic manner with due consideration being given to pupil-client's interests, "common learnings," cooperative planning, problem solving, and sequential development. Examples of narrative curriculum reports are included within Appendix A. Discernable trends are traceable throughout a project curriculum—trends of identifying and classifying needs of mentally retarded young adults and methods for meeting those needs. Those may be classified in broad areas of (1) establishing personal relationships within the family, within his own sex group, and with the opposite sex; (2) establishing self-concepts and independence; (3) understanding the behavior of his peer group and that of the adult members of his social milieu; and (4) finding a place within society in terms of social acceptance, ability to allow others the privilege of divergent opinions, and initial intrinsic motivation to earn a livelihood.

Curriculum Changes and Trends

As curriculum reports were evaluated throughout the project years, some thirteen trends have appeared. Those may be stated as:

1. Added emphasis was placed on social skills, including social activities, per se.
2. Greater emphasis was placed on evaluations and how to use them.
3. Particular emphasis was placed on pre-vocational and vocational adjustment.
4. Improved teaching techniques and methods evolved.
5. Personal cleanliness and health had greater emphasis
6. Daily living activities in terms of specific skills used in everyday living received emphasis.
7. Male-female relationships, family relationships, and other inter-personal relationships reoccurred throughout curriculum reports.
8. Meaningful articulation and integration of project classes with the local community and its activities were manifested.
9. Emphasis was placed upon a public relations program to create public and community interest and awareness.
10. A greater understanding of project goals and how to effect them was manifested.
11. Correlation between classroom and workshop activities improved greatly.
12. Emphasis was placed upon work experiences.
13. Guidance in terms of social and emotional security was stressed. That included both parental and pupil-client guidance.

Those thirteen trends appeared again and again and were emphasized and reemphasized in units and activities within each project class. There is no possible way to demonstrate effectively actually what happened in terms of curriculum in each project unit. Four areas seemed to have received major emphasis: (1) development of social and emotional maturity; (2) vocational adequacy; (3) vocational skill; and (4) developing and understanding of skills necessary for everyday living.

Any one of many properly planned units or activities used by various project class teachers could be listed under any of the eleven headings noted in the first section of this chapter. Two units seemed to be sufficiently different that their inclusion was warranted. One unit, a part of a project to survey a community for job opportunities with specific notation as to industry is reproduced. The industry considered is the dairy. The other unit, "Bowling for Learning," also is an illustration of the use of the recommended approach to curriculum planning which includes the subgoals of personal competence, vocational competence, and social competence, and which build toward the main goal of social adequacy. Those units are reproduced in Appendix B.

Five of the eleven areas of the recommended approach to curriculum development for this project—vocational adequacy, vocational skills, using language skills, number skills and concepts, and using musical activities—permeated each of the remaining six areas so completely that it would be redundant to list specific activities under those headings. Units which brought out specific learnings in social and emotional maturity, skills in everyday living, motor ability and leisure time activities, using and understanding practical science, and using arts and crafts are discussed below. These illustrations have come from curriculum reports made by the ten project teachers, the Anniston Class Teacher, and the Selma Pilot Project Teacher. Space does not permit more than a succinct summarization of activities illustrative of each of the areas.

Social and Emotional Security.

Open House

1. Planning for parents and guests
2. Assumed duties: cook, host, hostess, guest book, chairman of program, master of ceremonies
3. Planning menu
4. Figuring cost
5. Purchase of foods, plates, cups, napkins
6. Writing invitations
7. Preparation of refreshments
8. Decorations

A Hayride*

1. Planning Activities: who, when, how, where, menus, cost
2. Appropriate clothing for such leisure activities
3. Miles, round trip, cost of transportation
4. Letters of "thanks" to proper persons
5. Planning and purchase of necessary foods
6. Preparation of "cook-out" foods
7. Bulletin board depicting the hayride

*The pupil-clients voluntarily placed a sign over the truck top which read "________________Special Class Hayride" indicating beginning self-acceptance.

A Skating Party

1. Pre-planning as to when, how to go, location of rink, cost
2. Actual visit to skating rink: paying for ticket, instructions
3. Follow-up by visit to home of teacher for refreshments (which they prepared).

There was a feeling among the teachers of the project that this type of activity was a vital and necessary part of any curriculum.

"Bill's New Job"

Visit to class for 1/2 day by former member of class motivated the following activities.

1. Personal description of job: requirements, salary, routine, responsibilities, employer-employee relationships
2. Importance of certain personal characteristics to hold a job: honesty, dependability, punctuality, good grooming
3. Individual boys' assertions of job satisfaction and why it met his needs
4. Evaluation of "learnings" within climate of classroom that assisted him to hold the job

A Picnic

1. Planning where to go, whom to invite, transportation, cost
2. Writing letters to invite guests
3. Planning menu and preparing food
4. Assuming delegated responsibilites for picnic
5. Making rules for conduct and safety
6. Games to play

Dinner with the Alpha Xi Delta Sorority

1. Learning how to accept formal invitations
2. Behavior at a formal or semi-formal dinner
3. Proper dress for social functions
4. The way to carry on acceptable conversations
5. Personal problems: what to wear, what silver to use
6. Evaluation of pupil-clients in a totally new environment

Health and Safety Habits.

Summer Safety

1. Camping
2. Swimming
3. Driving
4. Playing games (tennis, baseball, and others)
5. Water skiing

(Each of the above was treated as a unit emphasizing safety measures)

Safety

1. Orientation into workshop: personnel, rules
2. Specific safety rules of shop compared with other centers
3. Safety and insurance
4. Results of accidents
5. Learning to read safety signs, understand their meaning, and reasons for signs
6. Use of emergency numbers in telephone directory
7. Safety at home and around the house

Civil Defense

1. Obtaining information relative to evacuation routes of city and reasons for such routes
2. Information relative to "Fall Out"
3. Bomb shelters: construction of, how to use, safety in, provisions for shelters
4. How to make home preparations: food, water, first-aid materials
5. The dangers of "Fall Out"

Personal Hygiene

1. Care of the hair, teeth, nails
2. Actual demonstrations of methods of care for body
3. Purchasing articles to use, prices, savings, economy
4. Charts showing need for, best methods, proper materials, tab or check on weekly shampoos, daily brushing of teeth
5. Provisions for daily showers if needed

Skills in Everyday Living.

Cooking School (Community-Child Guidance Center)

1. "Man in the kitchen" - assuming responsibilities
2. Cooperation of family members for certain duties
3. Jobs to be done around the house
4. How to do certain jobs at home: cleaning, washing dishes, cooking, yard care, laundry
5. Actual preparation of foods and meals

"Moving Day"

1. Motivation: Class moving into a new physical plant
2. Reasons why people move
3. How to obtain "movers"
4. How to pack (furniture, dishes, clothes)
5. How to get utilities turned on
6. Cost of moving
7. Methods of moving: self, commercial, neighbors or friends
8. Safety in moving

Use of Coin-Operated Machines for Family Laundry and Cleaning

1. How to locate in a town or community (use of phone book)
2. How to get there (directions, streets, distances)
3. Personnel: courtesy, management, relationships
4. Techniques in using machines: reading instructions, measuring detergents,

weighing clothing, temperature of water, bleach, time

5. Materials or fabrics: what to wash and what to dry-clean
6. Cost - compared with commercial cleaners and laundry
7. Job possibilities

Tools Around the House

1. Learning names of tools, how to spell them
2. Learning usage for common tools
3. Charts, pupil-clients made, to illustrate by name and use
4. Safety with tools
5. Care of tools: oiling, storing, sharpening
6. Cost of tools
7. Purchase (by ordering from catalog)
8. Same tools used in workshop

Clothes for Spring

1. Learning different fabrics: cotton, wool, linen, silk, man-made, and synthetic fibers
2. Selection of best fabric for certain purposes
3. Suitability of fabric for clothing
4. Economy in purchasing clothes of different fabrics
5. The importance of color: for individuals, color-fastness
6. Patterns of cloth: plaids, stripes, prints, checks, solids
7. Being well-dressed on limited budget
8. Where to buy clothing: department store, shoe store, discount shop
9. Use of catalogs and magazines to study styles, kinds of clothes, cost, how to purchase
10. Field trips to stores to obtain samples of fabrics, see clothes, price, clothing
11. How to add to clothing budget using what is available
12. Clothing that can be worn more than one season
13. Using telephone directory and want-ads to locate special stores
14. Construction of "store window" decorated with clothing
15. Making the wisest choice in the purchase of clothing
16. Clothes that must be dry-cleaned vs. those that can be laundered
17. Care of clothing

Budgeting and Banking

1. Banks: names, locations, services of banks
2. Departments of banks, how to use
3. Types of accounts: savings, checking
4. Keeping a personal bank account chart
5. Learning how to fill out checks and check stubs.
6. The reasons for paying bills with checks
7. What is a budget? Why use a budget? How to use a budget?
8. Weekly amounts spent for food, laundry, clothes, entertainment, transportation, tolietries, various payments, utilities
9. Realistic comparison of income with budget

Project Work (Individually done in classroom under supervision of project teacher)

1. Making decision as to what project to do
2. Planning project
    a. Drawing picture - front view, side view, back view
    b. Filling out specification sheets: giving name, project, tools, and materials needed
    c. Written and/or oral description of steps to be taken
    d. Estimation of time
3. Learning names of tools and all uses for each
4. Learning to spell tools, materials and equipment
5. Care of tools and materials
6. Discussion of cost in terms of project, carelessness, more than one item

Banking

1. Practical aspects of banking as related to pupil-clients' lives.

2. Motivation from money provided for class to be spent later
3. Identification of local banks by name and location
4. Field trip to bank to observe: various windows - savings, checking
5. Actual opening of account
6. Individuals obtained bank books, deposit slips
7. Identification of jobs in terms of requirements, qualifications (realistic approach)
8. Characteristics pertinent to banking: pertinent to all jobs
9. Construction of bank within classroom...with windows (tellers)
10. Role playing of teller, depositor...actual making out of checks
11. Gaining a feeling of security in banking procedure
12. Group work (cooperation in room bank)
13. Learning to handle money: bills, checks and change
14. Field trip to bank to see: vaults, counting machines, microfilm checks, ledger sheets, robutype typewriter
15. Handling bills of large demonination

Why Eat Breakfast?

1. Review of breakfasts eaten by pupil-clients
2. Learning the importance of eating wholesome breakfast
3. Breakfast foods cut out, displayed, priced
4. Flash cards made of breakfast foods
5. Estimating cost of breakfast through field trip to grocery store to see displays and get prices: newspaper ads used for comparisons
6. Knowledge of "cartoons", boxes, crates, bags, units of measurement
7. Breakfast planned and prepared in class kitchen (pupil-clients purchased all foods)
8. Committee planning and actualization of planning
9. Preparation of silver, dishes, kitchen utensils for cooking and serving
10. Cooking by recipes
11. Demonstration of table setting
12. Evaluation of activities: planning, purchasing, preparation, serving, manners

The Driver's License

1. Study of the manual
2. Reasons for driver's license (accepting regulations and requirements and fact that in some instances it is not practical to drive)
3. Demonstrations of turn signals
4. Charts showing how to keep a car in good condition for driving
5. Use of the service-station
6. Jobs around the service-station
7. Examples of "good" and "bad" driving
8. Simple oral and written tests on all parts of the driver's manual
9. Various parts of a car: pictures, posters, identification, use, care

Motor Ability and Leisure Time Activities

Bowling

Weekly bowling games, matched games

A Class Scrapbook

1. Photographs of pupil-clients
2. Interesting facts about each pupil-client
3. Personal interest and/or hobbies of pupil-clients
4. Visitors to class
5. Activities of the year: Open House, Field Trips, Picnics, Skating Parties

Making Seasonal Decorations (For the House and Classroom)

1. Gifts
2. Candies

3. Door decorations
4. Fruit and flower arrangements
5. Bulletin board decorations and door decorations
6. Place cards for parties
7. Decorating baskets for gifts of food to needy families

These activities were engaged in for Christmas, Halloween, Thanksgiving, and Easter.

Getting Ready for Christmas

1. Deciding upon gifts to make: cost, suitability
2. Budgeting
3. Use of money for purchases
4. Purchase of materials for making gifts (use of numerical skills)
5. Learning appropriate songs and learning to appreciate Christmas music (sacred, popular, folk)
6. "Christmas in Other Lands"
7. Purchase of Christmas cards, making cards, addressing cards, mailing
8. Reading newspapers for Christmas ads
9. Making and trimming Christmas trees
10. Planning a Christmas party for the class and/or workshop
11. Field trip to nearby farm to select Christmas tree
12. Making inexpensive trimmings and putting on tree

A YMCA Program

1. Plans for learning to swim, play games, and other activities
2. Decisions as to time to go for activity, time to get to location, time to return
3. Learning pleasurable activities for leisure time
4. Rules of behavior: en route, return, while at "Y"

A Safe and Sane Halloween

1. Learning days and dates for holidays
2. The meaning of Halloween
3. Planning a class party
4. Effectively carrying out plans

Using and Understanding Practical Science.

A Study of the Weather

1. Weather report-daily
2. Practical use of weather reports: for travel, jobs, gardens, care of car, flowers, lawn
3. Effect of extreme weather conditions
    a. Heating
    b. Care of water pipes
    c. Hazardous driving conditions
    d. Change of clothing
    e. Repair of pipes at time of freeze
    f. Effects on budgets (household, personal)
4. Seasonal changes
    a. Meaning of seasons
    b. Effect on personal life: foods, vacations, leisure time activities, clothing, hearing, etc.
    c. Seasonal employment
    d. Temperature changes and conditions in various parts of Alabama, the United States, and the World

Travel in Space

1. Knowledge of moon, earth, relation of planets
2. Knowledge and appreciation of current events and media for being informed: radio, television, newspapers, magazines

3. Observance of space travel on television
4. Appreciation of contribution of science to world around us

This was used in relation to orbital space flights.

Using Arts and Crafts

Gifts for the Nursing Home - a Thanksgiving Project

1. Use of plastic refrigerator jars for decoration
2. Decorated with bits of macaroni, sprayed gold/silver
3. Estimate of cost of boxes, paint, macaroni for 35 boxes
4. Field trip to Nursing Home, meeting personnel, delivery of boxes in person
5. Gaining in understanding of responsibilities, appreciations

Mother's Day Activities

1. To gain an understanding and appreciation of this special day
2. To realize the numerous duties in the home of the parents
3. The relationship of other members of the family: grandparents, siblings, cousins
4. Making of gifts for Mother: recipe boxes with written recipes from magazines; special cards, addressed and mailed; pictures painted, framed, and wrapped for gifts; decorated soap, boxed and wrapped

Miscellaneous Activities

1. Making place mats
2. Christmas cards and tree decorations
3. Bulletin boards decorated for seasonal interest, to illustrate field trips
4. Costume jewelry
5. Felt pocketbooks for girls; leather billfolds for boys
6. Aprons for gifts and for sale
7. Jewelry boxes for gifts and sale
8. Christmas candles
9. Sand painting

Vocational Skills.

Gardening

1. Beautification
    a. Bulbs: kinds, when to plant, where to plant, how to plant
    b. Shrubbery: types, purposes, identification, how to buy, where to buy, when to plant, how to plant, care of
2. Food production
    a. What to plant for a family
    b. Seeds and plants: names, prices, amounts
    c. When to buy, where to buy
    d. How to plant: preparation of soil, depth, types of soils
    e. How to care for plants
    f. Weeding - insecticides (dangers)
    g. Uses for family: fresh, canning, drying, freezing
    h. Amounts to plant for family usage
    i. Comparison of fresh with canned, dried, frozen as to food value, prices

Developing Speed and Accuracy (Necessary for work in shop and job placement)

1. Timed activities
    a. Recording list of names from telephone directory
    b. Numbers to call in case of emergencies
    c. Locating cities on state map
    d. Figuring miles from one town to another
    e. "Who can make change for a purchase first?"
    f. "Who can ____________ first?"

Summer Jobs

1. What jobs are available?

2. How do we get the jobs? (Application forms, employment office, want ads)
3. What jobs can we hold?
4. Wages (hourly, weekly, monthly)
5. Salary deductions: Social Security, insurance, Federal Income Tax, State Income Tax
6. Applying for a Social Security Card: Purposes, location of office, hours, signature, replacement if lost, importance or reason for, meaning of words on application forms. Trip to office to obtain forms and social security cards.

Hanging Wallpaper

1. Measuring and cutting
2. Mixing paste by directions
3. Measuring walls and determining amount of paper, paste
4. Use of paper for home improvement
5. Techniques of application of paper to walls - pasting, matching patterns
6. Selection of patterns for various rooms
7. Use of proper tools, care of tools
8. Safety in use of scissors, ladders
9. Accuracy, neatness, work skills

Finding a Job

1. Investigating job possibilities through relatives, want-ads, employment service
2. Realistic numerical problems pertaining to wages, budgeting, expenses
3. Role playing: employer, employee, personnel managers, applicant
4. Filling out employment or application forms
5. Manners and dress for employment
6. Time-schedules (in the class, workshop, on the job)
7. Hourly pay, weekly pay, monthly pay
8. Installment buying - advantages, disadvantages, interest
9. Other ways of buying - cash, revolving accounts, 30-day charge
10. Job interviews: questions, manners, dress, speech, behavior in general
11. "My Job Analysis and Me"
    a. Qualifications
    b. Training
    c. Legal aspects (age, hours per day/per week)
    d. Personality and character traits
    e. Habits and personal traits that help or hinder getting and holding a job
    f. Things you might like and/or dislike about jobs
    g. Work duties on certain days - at certain seasons
    h. Equipment for certain jobs
    i. Promotion possibilities

The Television Station

1. Visit to facility: TV and radio repair shop to learn various parts and how each works, care of sets
2. Favorite programs on radio and television and reasons
3. Study of local newspaper TV log to read and choose programs and time of each
4. Application of knowledge about "time" in filling in own logs
5. List of questions to obtain answers on field trip
6. Field trip to see control room, cameras, teletype machines, offices, sets and talk with personnel about jobs and requirements
7. Creativity activity: production of radio and television programs

"The ____________ Barbershop"

1. Stressing importance of good grooming
2. Replica of barber shop within classroom to demonstrate: manicures, haircuts, shoe shines
3. Prices established after obtaining prices from barber shops (charts made to indicate prices)
4. Actual hair-cutting, manicuring, shampooing, shoe shining
5. Purchase of items for rest-rooms (towel racks, mirrors)
6. Purchase of items for barber-shop: shaving cream, lotion, razor and blades, shampoo, polish

Homemaking Unit

1. Identification by name of pieces of bedroom furniture
2. What makes a comfortable bedroom? Cost?
3. Measurement of floor space within shop for bedroom situation
4. Choice of color for floor and walls as well as curtains
5. Pictures and charts showing double beds, twin beds, king-size bed
6. Learning to make a bed correctly through demonstration with linens
7. Learning to purchase linens correctly by size, color, price, material, brand names, labels
8. Each pupil-client made and re-made a bed until he had mastered the technique

Used Car Lot

1. Possibility of jobs in this area of work
2. Classification of jobs around a "Used Car Lot"
3. Visit to lot to discuss and see type of jobs available
4. Compared well-kept cars with prices on lot
5. Learning to properly wash and clean and polish a car
6. How to obtain and hold such jobs

Samplings of Week of Activities

As reports of weekly curriculum developments were assessed, attention was given to activities in terms of selection for reproduction in this report. Three selected weeks of activities are reproduced. They seemed typical of the various positions on the continuum from "totally academically orientated" to "social adequacy orientated." It should be noted that for the second and third project years no curriculum was evaluated as being less than equally orientated between academics and social adequacy. To present a sampling of a "totally academically orientated" curriculum, it was necessary to go back to reports from a first year class. That teacher was not continued in the project after the initial year.

Social Adequacy Orientated Curriculum. As a further continuation of our community unit and a follow-up of the previous visit to the city jail, we attended a murder trial at the Houston County Court House. Before going we read about courts and discussed the purposes, procedures of courts. We also talked about the TV programs which featured lawyers, courts (Perry Mason, etc.) which they had seen. We listed on the board all the words which they knew in connection with court procedure - i.e., judge, lawyer, defendant, jury, trial, etc.

They were fascinated with the procedure of the trial and were quite attentive. They saw the striking of the jury; the judge, lawyers and the devendant in action. After we returned to the classroom, they each drew a picture of the inside of the courtroom and placed the judge, jury, etc. in the appropriate places. They had many questions to ask concerning the trial. We then had a court of our own, selecting, judge, jury, lawyers and defendant. They made up several cases and acted out the trials for the cases. The vocabulary words which had been previously listed were defined and they learned how to spell them. A short "test" was given covering the material we had learned. It was interesting to note that two of the boys in the class had been feeding slugs to the drink machine out in the Workshop. I discussed this openly with the class and did not disclose the names of the boys although I was relatively sure I knew who they were. We discussed what we should do about this as we, the class, felt responsible. Mr. Riley had placed his confidence in us by allowing us to come into the Workshop, etc. One of the students suggested we have a court and let the two boys "stand trial!" Fortunately this was not necessary as the two boys came to me on their own and acknowledged it. We made arrangements to have them do part time jobs to pay back the money.

Since the youths now have a chance to be out in the Workshop 2½ hours in the afternoons, much of their activity centers around their jobs there. They have performed in a variety of jobs during the initial two weeks in the shop - cleaning woodwork, painting, sweeping and mopping, moving supplies and equipment, cleaning the grounds, etc. They were a great help to Mr. Riley in his efforts to get cleaned up and get some organization in the shop. After working in the shop they came back into the classroom and filled out a daily worksheet on themselves. It looks something like this:

Date	My Job	How I Did

We also made charts on "Things I Learned in the Workshop to Use On Any Job" and "Things I did in the Workshop That I Could Not Do on a Regular Job."

Academically and Social Adequacy Orientated Curriculum.

I. Activity or Unit - Reading

Seed catalogs, etc.
Planting green house - grass for garden

II. Goals

Vocational adequacy - improvement of comprehension
Reading skills - social maturity

III. Methods (Activities)

Oral reading from catalogs - plant books
Discussion of what read - how to use it
Spelling words that are new or not understandable
Writing definitions of new terms or words found in the reading

IV. Materials

Seed catalogs
Simple encyclopedia
Seed packages
Plant books
Ads in magazines on flowers - plants, etc.

V. Evaluation

Good group participation. Interest high - motivation good

I. Activity or Unit - Arithmetic

Measure
Time - metric measure (used in shop)

II. Goals

Increased skill - increased understanding - increased comprehension (find this hard not concrete)

III. Methods (Activities)

1. Discussion
2. Practice
3. Demonstration
4. Problems using measure (oral)
5. Problems using measure (written)
6. Evaluation for understanding

IV. Materials

Blackboard, paper - pencil, clock, rulers, yardstick, tape measure, etc. charts, bulletin boards.

V. Evaluation

Oral participation good - understanding of some still very poor - attention good - motivation could be better.

I. Activity or Unit - Social Studies

Plant unit continued from last week because of greenhouse and garden.

II. Goals

Social maturity - vocational adequacy - reading skills

III. Methods (Activities)

Oral discussion - how to plant - when - follow up
Oral reading - from seed packets, etc.
Actual planting
This unit and reading tied together

IV. Materials

Seed catalogs
Seed packages
Pamphlets
Encyclopedia

V. Evaluation

Good motivation
Good participation
Good interest

Academically Orientated Curriculum.

I. Activity or Unit - Language (Phonics, Spelling, Arithmetic)

II. Goals

To learn correct use of verbs
To be able to spell commonly used words
To be perfectly familiar with problems stressing multiplication

III. Methods

Sentences on chart to correct (incorrect forms of many different verbs)
Words on board (pronounce, know the meaning, study)
Many examples from textbook for practice

IV. Materials

Charts
Pencil
Paper
Words from basic series
Fourth grade textbook

V. Evaluation

(It is significant that no evaluation was given!)

I. Activity or Unit - Language, Spelling, Reading

II. Goals

To learn right use of pronouns
To retain and recall incidents

III. Methods

Practice from board
Exercises in workbook
Reading silently
Answering questions

IV. Materials

Language workbook
An Arabian Story 4th Reader

V. Evaluation

(None given!)

It seemed significant that there was not attempt at evaluating what happened with each of the activities or units. One significant fact became apparent the initial year of the project and that was that the presence of project staff in the class or workshop was unduly threatening to the three teachers who were almost totally academically oriented.

CHAPTER V

PROCEDURES FOR ADMISSION, EVALUATION, COUNSELING, AND JOB TRAINING AND PLACEMENT

The major assignment for the second year was development of individual project guides for admission, evaluation, counseling, and job training and placement procedures. This chapter presents a synthesis of evaluative procedures used in each of the ten project settings. There were some respects in which units differed, however, there was a general pattern. That pattern was: (1) The committee approach was utilized in each setting. In some units, the admissions and dismissals committee also served as the evaluation committee, in other units, the evaluation committee was a different committee, but taken from the membership of the admissions and dismissals committee. (2) Regularly scheduled meetings were held each month. Called meetings could be initiated by any member of the committee when necessary. At regularly scheduled meetings, each pupil-client was discussed as to progress, needs, and vocational prognosis. Discussions included data for each pupil-client based upon observation, evaluation, case history, progress reports by the teacher, workshop manager, and liaison rehabilitation counselor. Goals were established for each pupil-client through those evaluations in areas of personal, social, and vocational adequacy. The appropriate individual then assumed responsibility for meeting those needs, i.e., teacher, workshop manager, liaison rehabilitation counselor. Designation of responsibility on an immediate basis was dependent upon experience, training, and available materials and supplies; e.g., responsibility was delegated to the individual best able to assist the pupil-client in meeting that particular need or goal. The project teacher in each setting was delegated responsibility for serving as secretary and compiling and disseminating decisions relative to each pupil-client. (3) Each potential pupil-client was evaluated prior to admission. Information considered included: psychological reports, medical reports, school records, reason for referral, feasibility as a potential pupil-client, social interests, results of home visitation by any member of the committee, and other pertinent information obtained by any committee member. (4) Within the classroom, the teacher made continuous evaluation through use of anecdotal records, observations, case history, check sheets of social adequacy, check sheets for work skills, and other techniques. Copies of evaluations were given to the workshop manager, liaison rehabilitation counselor, and filed for teacher reference. Evaluations centered in areas of personal, social, and vocational adequacy. (5) The workshop manager and/or instructors made weekly evaluations of work-skills and habits through check sheet or narrative forms of reporting. Reports were based upon evaluation in work activities within the workshop. Copies of evaluations were given to the project teacher, liaison rehabilitation counselor and filed for shop reference. (6) Evaluations were made by rehabilitation counselor based upon home visits, counseling sessions, progress reports from teacher and workshop personnel, and any other pertinent data. (7) All evaluations were considered by the committee for program planning, assessing need for additional evaluations, and in evaluation and recommendation within the five categories outlined on page six of this report. It should be noted that all major decisions pertaining to a pupil-client were reached through conference and gave full consideration to all available objective and subjective data.

Admissions and Dismissals Committee

That committee vital to the global functioning of each project unit in that it functioned in all areas relating to placement, evaluation, dismissal, job training, or job placement. The committee varied in project units as to number of members and responsibilities assumed. The usual pattern followed in project units was (1) assess referrals for possible placement in the project class; (2) periodically re-evaluate the progress of each pupil-client; (3) design a program to meet individual needs of each pupil-client; and (4) to dismiss pupil-clients from class.

The actual number of committee members varied from three to eight, depending upon representation from various agencies, desire of certain agencies to be represented, time factor as well as interest of committee members, and feeling of local committees as to how particular committees might best function. It generally was accepted, however, that that committee should have representations from the local school system(s), vocational rehabilitation, workshop facilities, and community agencies. During the third year of operation, the classroom teacher served as chairman of each committee and played a vital role in the function of the group. School system(s) were represented by the superintendent, and/or supervisor of attendance, supervisor of instruction, guidance director, and school nurse, or psychologist. The local vocational rehabilitation counselor and the workshop director were members of each Admissions and Dismissals Committee and worked closely with the classroom teacher. Major responsibilities for placement, evaluation, and job placement were assumed by the teacher, workshop director, and rehabilitation counselor. Those three persons, through close contact with pupil-clients and parents, were in a position to gain insight into each individual's needs and consider them in over-all planning.

The most effective committees were composed of approximately five members. That number facilitated monthly meetings and/or called meetings when necessary. Other possibilities for membership were local representatives from Pensions and Securities, Department of Public Welfare, Juvenile Court, Society for Crippled Children and Adults, as well as physicians and psychologists. Due to limited time, it was found to be preferable for physicians and psychologists to serve as consultants rather than regular members of the committee.

The initial evaluation of each pupil-client was based upon school records, psychological reports, medical reports, home visits and any other pertinent information from referring agencies or individuals. Other factors considered were parent and/or pupil-client interest, vocational potential, home environment, and transportation facilities. Upon initial entry of a pupil-client, a master plan was formulated for each individual, indicating (1) reasons for acceptance, (2) strengths and weaknesses, (3) a program in the academic areas or tool subjects, and (4) a vocational plan. That initial program was used as a guide with which to measure progress of the individual as well as criteria for the classroom instruction and workshop activities.

The committee met periodically to evaluate pupil-clients. The frequency of meetings varied. In some instances it was more feasible to have standing committee meetings on a given day, at a designated time of each month. Some committees functioned more adequately by having weekly staff meetings, yet some preferred only called meetings when the classroom teacher, vocational rehabilitation counselor and workshop director deemed them necessary. It was indicated by the majority that monthly meetings were most desirable with called meetings when needed.

Referral sources were special education class teachers, principals, superintendents, rehabilitation counselor, or any volunteer or public agency or individual within the areas served by the class. Social and academic records from previous teachers provided important and necessary information prior to actual placement; that pointed up the importance of school records, per se, their use by other personnel, and the important contribution which they may make to a pupil-client's permanent file. Accurate records were of primary importance to a committee and served as bases for evaluations and consideration for class placement.

The rehabilitation counselor made home visits prior to acceptance of any pupil-client. Home visits also were made by the facility director and the classroom teacher. Those home visits were necessary to determine information concerning each pupil-client as well as to inform parents of (1) reasonable level of expectation, (2) goals, and (3) vocational possibilities and potential for the pupil-client. Both classroom teacher and vocational rehabilitation counselor maintained records on information obtained from such home visits: the teacher by using case history forms and informal, recorded information and the counselor through use of certain forms and record information.

An important facet of the program was the orientation program whereby pupil-clients and parents were oriented to the over-all facilities, goals, objectives and potentials. Those orientations took the forms of informal visits for counseling with the workshop director, counselor and teacher, or special social activities of "Guest Day" at which time parents and pupil-clients were shown over the building, workshop facilities, and classrooms and introduced to all personnel. During that orientation, parents and pupil-clients were given realistic goals, objectives and vocational potentials or possibilities for the pupil-clients.

Letters were sent to parents prior to acceptance of any pupil-client into a project class. Those letters included information thought necessary for the parents, explanation of the purposes of the class, permission for the pupil-client to be tested, permission for field trips, and responsibility for transportation. Even though that information was given to the parents at the time of home visits, it was deemed necessary to have written records as a part of each pupil-client's permanent record.

Pupil-clients were dismissed from classes by the committee with action for dismissal based upon the following factors: (1) lack of interest, (2) lack of cooperation of pupil-client and/or parents, (3) discipline or (4) decision that the pupil-client could not benefit from the classroom and/or workshop experiences. Other factors involved in dismissals were full-time employment in the workshop, induction into the Armed Forces, lack of effective socialization, inability to assume responsibility, immaturity, and emotional disturbance. Upon dismissal from the class, parents were counseled by the teacher and counselor and a detailed explanation given as to the causes for dismissals.

It was found that the team-approach was the best method for working with the mentally retarded young adult. Decisions as to curriculum, evaluations, job placement and other facets of the program were found to be much more effective when done by group action!

Forms to be Used for Admissions and Dismissals. Forms considered vocational adequacy, social adequacy, personal adequacy, and academic skills. Vocational adequacy included:

1. Ability to get along with others
2. Eye-hand coordination
3. Work tolerance
4. Attendance
5. Punctuality
6. Accepts criticism
7. Attitudes
8. Ability to follow through on instructions
9. Use of leisure time
10. Employer-employee relationships

Examples of forms used for evaluations are presented. Explanations are made for clarity.

Form 1: Application Form

Name ____________________ Age __________ Sex __________ Date of Birth ______________

Address ________________________________ Phone ______________________

Last School Attended ____________________ Highest Grade Completed ________________

Father's Name ____________________ Address ____________________ Phone __________

Mother's Name ____________________ Address ____________________ Phone __________

Referring Individual ____

Address ________________________________ Phone ______________________

I hereby consent for my child to be given the screening tests as outlined by the Demonstration Project for Vocational Rehabilitation Pre-Vocational Class and to comply with all other provisions thereof.

Signed: ______________________________
Parent or Guardian

I hereby assume all responsibility for transportation of my child to and from the class.

Signed: ______________________________
Parent or Guardian

Forms 2a, 2b, and 2c are samples of permission blanks found necessary and useful.

Form 2a: Permission Blank

I hereby give permission for ______________________________ (Full Name of Trainee) ______________ (Yes or No) to leave the Center during lunch hours. ______________ (Yes or No) to be included in pictures for publicity purposes for the Center.

I understand that the Center is not responsibile in case of accident to any trainee while at work, during breaks, or while traveling to and from work. (Please understand that utmost care is being taken at all times to assure complete safety.)

____
Parent or Guardian

Form 2b: Permission Blank

I agree that my son or daughter may be placed on any job that the Staff feels is within his capabilities.

____
Parent or Guardian

Form 2c: Permission Blank

____________________________________has my permission to ride in the automobile of any member of the staff at the Center. I will not hold anyone responsible should he or she be involved in an accident while doing same.

____
Parent or Guardian

Forms 3, 4, and 5 outline evaluative and placement procedures used and a form for recording an interview and staffing record.

Form 3: Outline of Evaluative Procedures

I. Admissions Committee

    A. Introduction of prospective student-clients

    B. Available information
        1. School records
        2. General information - from classroom teachers
        3. Reports from other school personnel

    C. Provisional acceptance
        1. Psychological testing
        2. Medical screening
        3. Class visit by students and parents prior to admission
        4. Rehabilitation counselor - student-client - parent interview

II. Dismissal Committee

    A. Review of additional required information

    B. Decisions on acceptance

    C. Report to admissions committee
        1. Accepted date for enrollment
        2. Reasons for non-acceptance

III. Enrollment in Facility Workshop and Classroom

    A. Orientation to class and facility workshop or evaluative center
        1. Academic assessment
        2. Case history

    B. Staffing and programming
        1. Review of collected data
            a. Student-client cummulative records
            b. Case history
            c. All other pertinent data
        2. Recommendation for beginning program

IV. Program

   A. Diagnostic - Prognostic

   B. Communication
      1. Daily communication - work notes
      2. Regular staffing
         a. Review of center/facility and class activities
         b. Additional programming
      3. Community try-outs
      4. Final staffing

V. Dismissals Committee

   A. Five point classification and recommendation

   B. Follow-up or status reports

Form 4: Placement Procedure

I. Placement Procedure (If pupil-client is in school)

   A. Refer 16 year olds to project teacher
   B. Teacher calls meeting of Admissions Committee
   C. Review of records

   It is the responsibility of the person making the referral to have the pupil-client:
      1. Tested (group and/or individual test)
      2. Present school record
      3. Have parents' signature on permission forms

II. Placement Procedure *(If pupil-client is not in school)

   A. Refer 16 year olds to Rehabilitation Counselor
   B. Rehabilitation Counselor calls meeting of Admissions Committee
   C. Committee reviews records

   Rehabilitation Counselor provides:
      1. Medical evaluation
      2. Psychological evaluation
      3. School records and permission forms

*Pupil-clients may be referred by such agencies or individuals as:

Tennessee Valley State Vocational School
Local Physicians
Health Department
Civic Clubs
Department of Mental Health
Department of Welfare
Interested Individuals

Form 5: Interview and Staffing Record

Name____________________ Enrollment Date____________________

Counselor____________________ County____________________

Initial Interview:

Counseling Interviews:
Date

Staffing Notes:
Date

To demonstrate how forms were used, the following forms are left with data regarding pupil-clients. No editing was done to show the actual record keeping process.

Form 6: Letter to Parent/Guardian

August 25, 1961

Mrs. ________________
____
__________, Alabama

Dear Mrs. ___________:

Your daughter has been selected for participation in the Research and Demonstration Class which will be operated this fall in the Vocational Rehabilitation Center located on the campus of the ----------------------.

This class will limit its enrollment to eight students. We have employed ____________________ as the teacher of these older students. She has had special training for this type of teaching and has taught exceptional children for the past five years in ______________.

Your daughter will be extensively evaluated in order that upon completion of this program a suitable vocational objective can be obtained.

This project is being developed and sponsored by the University of Alabama, the State Vocational Rehabilitation Service and your local schools.

We sincerely believe that we have an excellent opportunity here to provide your daughter with the very best.

We should like to have your permission to secure the necessary evaluations and to include here in the project.

Please sign the attached release in order that your daughter may take advantage of this opportunity.

Cordially,

Form 7: Research and Demonstration Project Committee Meeting

Present were: Mr. ---------------, Mr. ---------------, Mrs. ---------------, Mrs. ---------------, and Mrs. ---------------.

The records of the following youths were examined and evaluated:

1. ______________. Mother of student came January 1, 1963, asking for placement in R & D Program. Family having recently returned from Germany to Montgomery. Student comes with report from Colonel ____________, Maxwell Air Force Base. Statement made the girl had 8th grade school placement. However, it is not certain just what her achievement scores indicate.

Each faculty member contributed to the discussion about __________. The classroom teacher having seen her and it was decided that we would ask for a psychological evaluation from Mrs. -----------. It was determined that if she qualified on psychological examination she would be accepted on a trial basis. Vocational Rehabilitation will pay for examination. We will call mother after we receive evaluation.

2. _______________. 18 years of age, 8th grade Baldwin. IQ 68. Mother: seamstress. This mentally retarded youth was tested by Mrs. ---------- September 29, 1961. She found reading grade placement of 4.4 - arithmetic 4.4. He entered the R & D Project October 2, 1961, for a short period of time. A shop evaluation was done at that time and it was the opinion of the staff that this boy would benefit from shop training. However, he did not continue in the program and now comes asking for readmittance. After a thorough discussion among committee members it was determined that we would accept ___________ February 1, 1963.

Form 8: Teacher Report by Referring Teacher

Early in the school year, ________ was screened, but, as seen in his test report, was considered not to be crucially in need of being placed in special education. He continued in a regular fourth grade but without too much success until the latter part of the year when there was room in the special class for him.

His IQ of 75 places him at the top of the class in mental ability. Still, this very fact has made his case perhaps the hardest with which to deal. He has not been willing to go back and work where he is best able to do so. For instance, because he does well in simple multiplication, he is not willing to work on addition and subtraction which he has not learned. I have had to work very slowly and carefully at this in order not to make him unhappy. He has been very determined to go on with work which is too difficult for him.

_________has a very serious speech difficulty, which, in itself, would cause him difficulty in a large class. One has to be accustomed to his speech and have time to listen carefully to understand much he says. Extreme nervousness and tenseness cause him to slur over words or pronounce them in an unintelligible manner. He is very serious and goes at his work in a determined and almost desperate way.

Since ________ has been with me, I have endeavored to help him become more relaxed, to encourage him to slow down in his talking and reading. Just recently have I felt that this may be having some effect.

As you may see from his physical examination, the doctor thought his dizzy spells could possibly be petit mal. From what he has told me, I thought perhaps he had been subject to slight seizures.

As I see it, this boy can profit from remaining in a special education class, but it is going to take some work and persuasion to get him to go along with what he needs to do. He thinks he knows more than he does, especially in arithmetic. When I correct a mistake, he invariably says, "Oh, I knew that," or "I had it that way and changed it." He can profit by working in this class, but helping him without hurting him is going to be difficult.

When asked what he has learned, __________ at first said, "nothing." When he saw me write that, he said he had learned some arithmetic, to wipe his feet and not to run the halls!

Form 9: Outline for Social History

I. Source of Information

Name of person filling out this form ______________________________
Position______________Teacher______________________________
How was information obtained?__________Records, pupil, parents__________

II. Statement of Problem

----------------- came into special class because he could not keep up with regular grade work. He has a speech defect that has been quite a handicap. His speech lessons this year have helped him very much. He speeks much more clearly.

III. Personal Data

Name ---------------------- Sex M Age 14 Birthdate September 30, 1945
Address --------------------------- Race ______ Religion ______
School ______ Grade Special Class
Birthplace of child ______ of father ______ of mother ______
Occupation of father Cigar Plant of mother Housewife

IV. Personal History

1. School history. (a) Years in regular class 4 In special class 3 (b) Special school problems Speech, Arithmetic (c) Comments Is having speech lessons and is showing improvement

2. Health history. (a) Any serious illnesses known-give ages and effects
None - complains of headaches and stomach pains

3. Personality. Check any of the following which are problems or have been in the past. Describe any checked in the space below.

__stealing
__lying
__truancy
__running away
__bedwetting
__temper tantrums
__nail biting
__nightmares
__food problems
__sex problems
x shyness
__fears
x resentment
__jealousy
__cruelty
x seclusiveness
__over-activity
__under-activity
__grudge attitudes
x self-depreciation
__destructiveness
__mistreatment of animals

The attitude of resentment seems to come from his not being willing to accept help. --------- will admit his inability to do certain work but doesn't ask for help and gets upset when it is offered. He has improved in this respect, however.

4. What are his (or her) strong points or favorable characteristics?
----------- is most friendly, has a good sense of humor, and is usually very cooperative.

5. Recreation or particular interests Basketball, some outdoor games. Like television and watches worthwhile programs.

6. Social adjustment (describe relationship with others of same age group)
He gets along well with other pupils, and is never a trouble maker.

V. Family History

1.

	Name	Age	Education	Health	Comments
Father		61	4th	Good	Appreciates our work. Visited our class. Is very cooperative.
Mother		54	8th	Good	Cooperative and understanding.
Sisters	None				
Brothers		29	High School	Good	
		8	Grade 3	Hearing Problem	
Other Relatives					

2. Home
(a) Number living in household 4 Number of rooms 5
(b) Sleeping arrangements Boys have own room
(c) Average income of family ______ Source Oiler at Cigar Factory
(d) Neighborhood influences Good

Additional information or remarks (give any significant or interesting facts about the child not called for above). Use back of sheet.

Form 10: Annual Progress Report

Grade: Exceptional Children's Class Name:____________________ Age: 15

Height: 5'4" Weight: 130 lbs. Address:____________________________

Phone: None

Parents: Mr. and Mrs. ____________________

Teacher:____________________

I. Academic Progress

It cannot be said that __________ has made much progress in this direction. He clings to the idea that he knows much more than he really does, so rebuffs assistance and direction. He has been very much interested, however, in our study of occupations and will ask for direction when working in his workbook. He has finished his book and is now working on one started by one of the boys who has left.

____________'s lack of comprehension of arithmetic will be a drawback in any work in which calculation is involved.

II. Social Development

He seems not quite so sensitive as he was at the first of the year. At times, though, he seems to think that almost anything that is said to him is an affront. He gets along well with the older boys, but seems insulted by anything the younger boys say or do to him.

III. Physical Development

He is well-developed for his age, and is a strong, sturdy boy. This is due to rather strenuous work performed at home and his out-of-doors activities.

IV. Speech Development

____________ has had speech lessons this year and shows definite improvement. He speaks more slowly and much more plainly and knows how to work out the pronunciation of a word. He volunteers to read aloud and shows much improvement in this.

V. Recommendation

____________ is very much interested in the idea of a class at the Rehabilitation Center and is anxious to go there. He needs to be in such a situation and can profit from work to be done there. This is where he should be placed.

Form 11: Letter to Parent

VOCATIONAL REHABILITATION SERVICE
------ County Court House
-----, Alabama

August 25, 1961

Mrs. __________________
------, Alabama

Dear Mrs. __________:

Final arrangements are being made for __________ to be enrolled in the class to be conducted at the Rehabilitation Facility beginning September 6, 1961.

There are several matters to be completed before final acceptance can be made. These can best be taken care of if you can come by my office on Monday, August 22, before 11:00 a.m.

If this isn't convenient, please call me at ____________, Extension______, for another appointment.

Yours truly,

____________________, District Supervisor
Vocational Rehabilitation Service

Form 12: Follow-up Letter to Parents

VOCATIONAL REHABILITATION SERVICE
------ County Court House
-----, Alabama

August 31, 1961

Mr. and Mrs. __________________
------, Alabama

Dear Parent:

School registration for all students entering the class at the ----- Rehabilitation Facility, -----------------Avenue, will begin at _____________on ______________, _______________________________.

Each student should be accompanied by a parent if at all possible. At this time, you will have an opportunity to meet Mrs. _______________, your child's teacher and Mr.___________________, Director of the Center. Also at this time, you would be able to see the physical plant and ask any questions we might have left unanswered.

I should also like to thank you for your interest and cooperation given this office during the *summer. I know you share my appreciation for the ----- School Board and for* _________________________, Superintendent, in making this class possible. I feel that it will provide many opportunities for your child which would not have been available otherwise.

Very sincerely,

____________________, District Supervisor
Vocational Rehabilitation Service

Form 13: Letter to Pupil-Client

(This was thought to be very necessary as pupil-client was being asked to become involved with his own future and a choice had to be made.)

August 28, 1961

____
------, Alabama

Dear ____________:

Your name has been approved by a reviewing team to attend school at the ------ Rehabilitation Facility, _______________________, ------, Alabama, this coming school year. I would appreciate your coming to my office located on the third floor of the ------ County Court House on Thursday, _____________, between ______ and _____ p.m., and if possible please bring one of your parents so that we may discuss your situation more fully. Please discuss this with your parents beforehand so that you will be in a position to give a definite answer when you come to my office.

If you are unable to come by this office on this date, I would certainly appreciate a call from you or your parents indicating your desire to attend this class.

Yours very truly,

______________________, Counselor
Vocational Rehabilitation Service

Form 14: Medical Referral

October 17, 1962

Mr. _________________
------, Alabama

Dear _______________:

An appointment has been made for you to be seen by Dr. _____________________ of Birmingham for evaluation on ___________, _____________, at _____ p.m. Dr. ________'s office is located at _______ _________________ in Birmingham and if you have any problem locating it, please telephone his office, ___________, after you reach Birmingham and they will be happy to give you directions.

Please do not hesitate to contact me if you have any questions or problems reguarding this appointment. If for any reason you are unable to keep this appointment, please let me know.

Yours very truly,

______________________, Counselor
Vocational Rehabilitation Service

Form 15: Further Medical Referral

VOCATIONAL REHABILITATION SERVICE
------ County Court House
------, Alabama

November 15, 1962

____
------, Alabama

Dear ______________:

Arrangements have been made for you to report to the Hillman Endocrine Clinic on ________, ____________ _________at______, for further diagnostic work-up.

Please report to Mrs. _______________ in the Outpatient Department, Hillman Clinic, located between 19th and 20th Streets on 6th Avenue, South in Birmingham, shortly before noon on the _________________.

If your family has a Red Cross Blood Card which is still in force you should take it with you. If not, it will be necessary for some relative or friend who will donate a pint of blood to go with you to the American Red Cross, 500 N. 20th Street, Birmingham for that purpose. You should go to the Clinic prepared to enter the hospital for further studies should this be necessary.

Be sure to take this letter with you when you go to Birmingham as you will need to present it at the Clinic.

Yours truly,

____________________, Counselor
Vocational Rehabilitation Service

Evaluation Procedures

Evaluations were continuous within the classroom and workshop. Evaluations were made in areas of personal, social, and vocational competencies. Those made by the classroom teacher were based upon observations not only in the classroom but also in the workshop where he/she worked cooperatively with the director and/or instructors. Allocations of time spent in the workshop were decided cooperatively by the teacher, workshop director and counselor. Each pupil-client was considered individually as it was found that some pupil-clients could move into the workshop more quickly than others. Some could spend more time in the workshop due to prior mastery of certain skills and techniques required in the workshop as well as being ready for job training or job placement ahead of others.

The classroom teacher was the key person in project classes for it was he/she who spent more time with pupil-clients and through constant association and varied activities was in an advantageous position to observe and evaluate on a continuing basis. The teacher used anecdotal records, observations, check lists, case histories, and other teacher-devised techniques. Records were maintained on each pupil-client and copies were filed with the classroom records, the workshop director and vocational rehabilitation counselor. When problem situations arose in either classroom or workshop, evaluations were reviewed, discussed, and plans were made for the individual based upon findings either by individual evaluators (teacher and workshop personnel) or the group of evaluators. Careful supervision was maintained to note progress whenever evaluations indicated that an individual needed help or any specific problem--personal, social, or vocational.

A monthly and yearly summary report was made on each pupil-client. Reports were made more frequently where needed. Check sheets for social adjustment were completed four times each year; however, checks were made more often if needed to assess progress or regression.

Workshop activities in the form of pre-vocational activities indicated possible vocational objectives. Many work experiences were provided each pupil-client in as many work areas as possible. Some of those work experiences were considered essential and mandatory in practical and final work objectives while other activities were applicable to work areas of specialization. Evaluation in terms of work adjustment and personal adjustment was cooperatively done by the three-man team (teacher, workshop manager, and counselor) considering (1) work adjustment for pupil-clients on activities related to real or simulated work (punctuality, ability to get along with others, handling of tools and equipment, work habits, ability to follow instructions, safety, tolerance for work, work skills); and (2) personal adjustment which considered of behavior, grooming, and activities of daily living. Work adjustment experiences began with the simple and moved to the complex with consideration being given to physical and intellectual limitations of individual pupil-client. A minimum of three months usually was spent within the classroom setting, per se, prior to entering the facility for work assessment or evaluation. When it was the consensus that a pupil-client could profit more from longer work experiences, he was scheduled out of the classroom for longer periods of time in the shop. On the other hand, if it were felt that a pupil-client needed greater socialization, development of certain language arts or numerical skills, concentration on work habits, or other areas he was returned to the classroom for a longer period of time.

The workshop director, classroom teacher, and counselor met periodically to discuss individual and group problems, progress of individual pupil-clients, need for movement from class into work facility and to consider the global program for each individual pupil-client. It should be noted that pupil-clients were not accepted as rehabilitation clients, nor were they activitated until the rehabilitation counselor had examined carefully each evaluation made by the project teacher and the workshop director/manager. After such examination, the decision was made on the basis of vocational potential of the given pupil-client.

Work assessment areas within the workshops varied; some of the areas included were:

tilesetting
furniture repair
furniture refinishing
packaging
crate repair
woodwork
assembling
auto mechanics
welding
laundrying
gardening and yard work
small motor repair
horticultural activities
homemaking activities
upholstering
manufacture of switch boxes, outlets, etc.
clerical and sales
barbering, cosmetology
television and radio
janitorial
chair caning

Each pupil-client was assessed or evaluated in all work areas available in a facility unless some handicap or condition prevented pupil-clients' attitudes, stability, work skills and habits, attendance, emotional maturity, social maturity, physical coordination, interest and other concomitants of personal, social, and vocational adequacy.

Committees utilized the assessments or evaluations for program planning, pointing up need for additional evaluations, and for evaluation for a specific objective.

All evaluative reports were filed by the classroom teacher, workshop director and rehabilitation counselor. Duplicates were given to other personnel by the individual making the evaluation. The types and frequency of evaluations varied among the project classes but a minimal number enabled personnel to keep careful check on each individual pupil-client in each area of assessment.

Forms in this section, "Evaluation Procedures," are numbered consecutively with those in the secton on "Admissions and Dismissals Committee." Generally, forms are self-explanatory; however, where necessary, explanations are made. The categories of evaluation records maintained fell into eleven rather discrete areas. Those areas were: (1) Personal evaluations on pupil-clients, (2) Home visits, (3) Pupil-client orientation to workshop, (4) Workshop and work experience evaluation, (5) Behavior records, (6) Minutes of committee meetings, (7) Progress reports, (8) Letters to parents, (9) Final reports, (10) Referral and appraisal, and (11) Training and employment reports. A definition of terms used in the evaluation process is included in Appendix C.

Forms 16 through 26 were developed to help in assessing various aspects of personal evaluation—psychologic, physiologic, sociologic, educational. These are not considered to be ideal, but give an indication of some useful approaches.

Form 16: General Evaluation

Name ______________________________ Date ______________

Sex __________ Date of Birth ______________ ____ CA ____ MA ____ IQ

Address ______________________________ Phone ______________

Father ______________ Age ______ Occupation ______________

Mother ______________ Age ______ Occupation ______________

Brothers ______________ Sisters ______________

A. Physical

Height __________ Weight __________ Eyes __________ Speech __________

Handicaps ______________________________

General Health ______________________________

Comments ______________________________

B. Educational

Reading Level ______________________________

Arithmetic Level ______________________________

Spelling______________________________Writing______________________________

Grade completed in regular school______________________________

Vocational interest or skill indicated______________________________

Comments______________________________

C. Personal Appearance

	Often	Sometimes	Never
Neat			
Courteous			
Calm			
Self Confident			
Shows Self Control			
Good Grooming			
Gets Along with Others			
Depends on Others			
Annoying Mannerisms			

Comments______________________________

D. Social

Makes Friends Easily			
Gets Along with Others			
Has a Sense of Humor			
Likes to be Alone			
Annoying Mannerisms			

Comments______________________________

E. Abilities

Follows Instructions			
Assumes Responsibility			
Sticks to Work			
Works to Capacity			
Sustained Effort			
Can Take Pressure			
Precise in Work			

Comments______________________________

F. Behavioral Factors

	Often	Sometimes	Never
Assumes Role of Leadership			
Sense of Humor			
Mixes with Crowd			
Emotional			
High Temper			
Easily Frustrated			
Snap Decision			
Slow Decision			
Annoys Others			
Wants to be Alone			
Timid			
Comments			

G. Personality Traits

Listens to Directions			
Begins Work on Time			
Sticks to Task Until Completed			
Depends Upon Others			
Is Punctual			
Interested in Room Activities			
Accepts Responsibility for Class Conduct			
Accepts Responsibility for Personal Conduct			
Has Nervous Habits or Mannerisms			
Assumes Role of Leadership			
Brings Personal Problems to Teacher			
Has Evidence of Many Personal Problems			
Helps with Planning Learning Activities			
Adjusts to New Situations			
Wants to Have Own Way			
Accepts Own Level of Attainment			
Has Good Relations with Teacher			
Maintains Adequate Control of Emotions			
Resents Being in Special Class			

G. Personality Traits (Continued)

	Often	Sometimes	Never
Happy to be in Special Class			
Has Feeling of Accomplishment			
Is Neat in Appearance			
Puts Away Materials When Finished			
Accepts Responsibility			
Makes Friends Easily			
Seems to be a Happy Individual			
Prefers Working Alone			
Is Excessively Timid or Shy			
Shows Interest in All Activities			
Tends to Depend to Excess on Teacher			
Tends to Depend on Others in Class			
Gives Up Easily			
Is Interested in Own Progress			
Has a Sense of Humor			
Is Accepted by the Group			
Easily Becomes Frustrated			
Works Well with Others			
Talks Excessively			
Annoys Others in Class			
Has Trouble Making Decisions			
Has Good Control of Temper			
Precise in His Work			
Works Under Pressure			
Interested in Recreation			
Safety Conscious			

Comments______________________________

Form 17: Initial Interview with Pupil-Client (Done Orally)

1. What kind of job does your father have?
2. Does he work full time?
3. How many hours a day would you like to work?
4. Is more than one member of your family working?
5. Do you expected to get married?
6. What is the most important thing in the world to you?

7. Who has the best job in Opelika?
8. What is your favorite color?
9. Do you have a friend who is an officer on the city or sheriff's force?
10. What right does a policeman have to interfere with what you may be doing?
11. Are schools important?
12. Do you get tired easily?
13. Are you nervous?
14. Do your eyes ever hurt or burn?
15. Can you hear all right?
16. How many hours a day do you sleep?
17. Does a lot of noise bother you?
18. Do you have headaches a lot?
19. Do you get tired if you stand up a lot?
20. Do your feet ever bother you - ache?
21. Do you like to take exercises?
22. Do you like to play games where you run a lot or had you rather play games that you sit down to play?
23. Do you get tired after playing for a little while - 30 minutes or an hour?
24. Do you have many colds every year?
25. Do you see the doctor often?
26. Do you take much medicine?
27. Do you have any trouble with what you eat making you sick?
28. What foods that you like make you sick, and what foods that you dislike make you sick?
29. Had you rather work outside or inside?
30. What do you do in your spare time?
31. Had you rather work for someone else or for yourself?
32. If you had the pick of jobs, the best job you can think of, what would it be?
33. What kind of TV programs do you like?
34. What do you like most to do in your spare time?
35. What do you like best:
    a. to make things like cars, furniture or clothes
    b. to grow things such as vegetables, flowers or livestock
    c. to do things for other people, such as serving food, operating an elevator, or delivering a package?
36. Do you like to do something over and over again?
37. Is it better to have training before you take a job?
38. Would you like to work in a factory?
39. Do you always do the best work you can when you are told to do something?
40. Had you rather decide for yourself what kind of work for you to do, or had you rather let someone else decide for you?
41. What kind of job do you think you can do?
42. How old should a person be before he tries to get a full time job?
43. Do you think it is important for a person to go to school?
44. Does it bother you for other people to watch you while you work?
45. If we could get you a job tomorrow making a dollar ($1.00) per hour, would you take it?
46. Would you like to do the same kind of work your father does? Why?
47. What is the hardest kind of work you can think of?
48. Do you like to work with your hands?
49. If you had $100.00 what would you do with it?
50. How much money do you think a brick layer makes a day__________, a hand in a cotton mill______________, a man running a grocery store__________, a plumber's helper__________, a filling station attendant ______________?
51. How much money per day do you think you can make?
52. How much do you think you would need to pay all living expenses for a week?
    Living at home with parents______________
    Single and boarding with someone__________
    Married and no children__________________
53. If a man offered you a job digging ditches for $1.25 per hour, would you take it?
54. When you get a job, what is the first thing you want to buy?
55. You have $5,000.00 - would you rather buy a new car and a boat or a home?
56. Does everyone need an automobile?
57. How much does it cost to operate an automobile a month?
58. Do you like to work around a lot of people?
59. Do you try to get along with others?
60. Do you like everyone in your family?

61. Do you always do what you are told to do?
62. Who is the most important person in the world to you?
63. Does anyone have a right to tell you what to do?
64. Do you mind being told what to do?
65. Are you nice to other people, even if they are not nice to you?
66. If someone made you mad, what would you do?
67. Are you happy?
68. When someone makes you mad do you want to hurt them or just forget it?
69. Do you like where you live?
70. If you could be someone else, who would you rather be?
71. Do you think it is fair for some people to make more money than others?
72. Do you like to go to parties?
73. What makes you mad quicker than anything else?
74. What would you want to do if someone stole your lunch?

Form 18: Preferences (Which had you rather do? Which had you rather not do?)

A. Exercise in a gymnasium
B. Go fishing
C. Play baseball

D. Sell vegetables
E. Raise flowers and shrubbery
F. Raise vegetables

G. Work on a broken sewing machine
H. Play a guitar
I. Draw a picture of a pretty place

J. Watch a TV program on How to Grow Good Fruit
K. Watch a TV program on How to Make Things of Plastic
L. Watch a TV program on How to Get Pictures of Wild Animals

M. Have someone you trust make your decisions for you most of the time
N. Have someone you trust make your decisions for you once in a while
O. Make all your decisions yourself

P. Play checkers with someone who usually beats you
Q. Play checkers with someone who hardly ever beats you
R. Play checkers with someone who plays about as well as you do

S. Wash dishes
T. Cook a meal
U. Mow the yard

V. Refinish furniture
W. Raise chickens
X. Sack groceries in a supermarket

a. Have people treat you as an equal
b. Have people treat you as superior to them
c. Have people pay no attention to you

d. Have work you don't like with high pay
e. Have work you like with low pay
f. Have short term work you like with high pay

1. What kind of job does your father have?
2. Does he work full time?
3. How many hours a day would you like to work?
4. Is more than one member of your family working?
5. Do you expect to get married?

6. What is the most important thing in the world to you?
7. Who has the best job in Opelika?
8. What is your favorite color?
9. Do you have a friend who is an officer on the city or sheriff's force?
10. What right does a policeman have to interfere with what you may be doing?
11. Are schools important?
12. Do you get tired easily?
13. Are you nervous?
14. Do your eyes ever hurt or burn?
15. Can you hear all right?
16. How many hours a day do you sleep?
17. Does a lot of noise bother you?
18. Do you have headaches a lot?
19. Do your feet ever bother you - ache?
20. Do you get tired if you stand up a lot?
21. Do you like to take exercises?
22. Do you like to play games where you run a lot or had you rather play games that you can sit down and play?
23. Do you get tired after playing for a little while - 30 minutes?

1. Do you like to work around a lot of people
2. When you get a job, what is the first thing you want to buy?
3. If a man offered you a job digging ditches for $1.25 per hour, would you take it?
4. How much money per day do you think you can make?
5. If you had $100.00, what would you do with it?
6. What is the hardest kind of work you can think of?
7. If we could get you a job tomorrow making a dollar ($1.00) per hour, would you take it?
8. How old should a person be before he tries to get a full-time job?
9. What kind of job do you think you can do?
10. Would you like to work in a factory?
11. Do you like to do something over and over again?
12. What do you like most to do in your spare time?
13. If you had the pick of jobs, the best job you can think of, what would it be?
14. Had you rather work for someone else or for yourself?
15. Had you rather decide for yourself what kind of work for you to do, or had you rather let someone else decide for you?
16. Had you rather work outside or inside?
17. Do you like to work with your hands?

Form 19: Psychological, Physiological, and Sociological Ratings (Made by Teacher)

1. Stability:
   1.

Always well poised and dependable	Fairly well balanced	Fluctuates often not dependable

2. Cooperation:
   1.

Always willing to cooperate	Unusually willing to cooperate	Obstinate; seldom co-operative

3. Memory:
   1.

Good powers of retention	Immediate memory only	Memory not at all dependable

4. Leadership:
   1.

Natural interests appealing to playmates	Leadership expressed occasionally	Displays no qualities of leadership

5. Physical Condition (General):
1.

Excellent: always feeling fine	Fair: sometimes sluggish	Poor: constant effort to supply energy

6. Health Habits:
1.

Observe all desirable health habits	Health habits occasionally observed	No interest in health habits

7. Personal Appearance:
1.

Always well-groomed, clothes tidy	Gives little attention to appearance	Slovenly clothes ill-kept

8. School Attendance:
1.

Excellent: absent only when ill	Good: attends regularly	Poor: sometimes absent without cause

9. Interest in School:
1.

Always interest in all subjects	Periodically interested	No apparent interest in school

10. Playground Attitudes:
1.

Always plays well with other children	Plays fairly well with other children	Take no part in playground activities

11. Fairness:
1.

Always applies the Golden Rule	Plays square only under observation	Always takes unfair advantage

12. Social Adaptation (General):
1.

Fits easily into any social group	Succeeds only in limited groups	Remains an outsider to all social groups

13. Home Environment:
1.

Adequate, and very desirable	Fair: no objectionable features	Very undesirable

Form 20: Evaluation and Personal Adjustment Factors

Client: ____________________

Rating:	Unsatisfactory 0	Poor or Below Average 1	Fair or Average 2	Good or Above Average 3

(Month: ____________________)

	0	1	2	3
1. Personal hygiene				
2. Appearance				
3. Dress				
4. Grooming				
5. Care of clothing				
6. Posture				
7. Poise				
8. Punctuality				
9. Dependability				
10. Initiative				

	0	1	2	3
11. Accepts responsibility				
12. Honesty				
13. Cooperation				
14. Attitude toward authority				
15. Working alone				
16. Adjusts to new situation				
17. Frustration level				
18. Emotional or self-control				
19. Motivation - desire to achieve				
20. Sustained effort				
21. Working with others				
22. Planning ability				
23. Ability to converse				
24. Listens to instructions				
25. Comprehension of oral instructions				
26. Ability to read instructions				
27. Comprehension of written instructions				
28. Follows instructions (oral and written)				
29. Ability to make decisions				
30. Attitude toward constructive criticism				
31. Physical dexterity				
32. Care of tools and equipment				
33. Proper use of tools and equipment				
34. Hand-eye coordination				
35. Observation of safety rules				
36. Working to capacity				
37. Quality of work				
38. Quantity of work				
39. Plant hygiene				

Remarks: ____________________

Form 21: Teacher Evaluation of Pupil-Client

Name of Student: ____________________

1 - Never　　2 - Sometimes　　3 - Often

For months of: November (1) - December (2) - January (3)

	1	2	3
1. Has good posture			
2. Is clean and neat in appearance			
3. Realizes limitations			
4. Is punctual			
5. Shows interest in all activities			
6. Assumes role of leadership			
7. Has nervous habits or mannerisms			
8. Accepts responsibility			
9. Can work without supervision			
10. Wastes time			
11. Finishes work started			
12. Does neat work — is thorough			
13. Puts away materials after use			
14. Accepts constructive criticism			
15. Follows instructions			
16. Gets along well with classmates			
17. Contributes to class discussions			
18. Controls emotions			
19. Is satisfied in project class			
20. Has evidence of many personal problems			

	1	2	3
21. Requires coaxing			
22. Wants to have own way			
23. Makes friends easily			
24. Appears to be happy			
25. Is easily frustrated			
26. Annoys others in class			
27. Has sense of humor			
28. Gives up easily			
29. Tends to depend to excess on teacher			
30. Has good relations with teacher			
31. Is able to remember or recall			
32. Has good ability to concentrate			

Form 22: Check List for Social Adjustment

Scale: 1 - Never 2 - Seldom 3 - Occasionally 4 - Generally 5 - Always

1.____Listens to directions
2.____Begins work on time
3.____Sticks to task until completed
4.____Depends upon others
5.____Is punctual
6.____Is interested in room activities
7.____Accepts responsibility for class conduct
8.____Accepts responsibility for personal conduct
9.____Has nervous habits or mannerisms
10.____Assumes role of leadership
11.____Brings personal problems to the teacher
12.____Has evidence of many personal problems
13.____Helps with planning learning activities
14.____Adjusts to new situations
15.____Wants to have own way
16.____Accepts own level of attainment
17.____Has good relations with teacher of special class
18.____Has good relations with workshop personnel
19.____Has acceptable behavior in other class activities
20.____Maintains adequate control of emotions
21.____Resents being in special class
22.____Has feelings of accomplishment
23.____Puts away material when finished with them
24.____Accepts responsibility
25.____Makes friends easily
26.____Seems to be a happy individual
27.____Prefers working alone
28.____Is excessively timid or shy
29.____Shows interest in all activities
30.____Tends to depend to excess upon teacher
31.____Gives up easily
32.____Is overly concerned with marks or grades
33.____Has a sense of humor
34.____Is accepted by the group
35.____Becomes frustrated easily
36.____Works well with others
37.____Annoys others in class
38.____Has trouble making decisions
39.____Handles materials and supplies with care
40.____Attendance good

Comments:____

________________________Date ________________________Teacher

Guide lines used for those evaluations are:

1. Pupil-client evaluation
    a. pupil-client adjustment
    b. social maturity
    c. emotional maturity
    d. pupil progress in terms of academic achievement
2. Time
    a. time in shop
    b. time in class
    c. methods used to determine time spent in each area based upon individual differences and individual needs
    d. interest span
3. Curriculum evaluation
    a. Does curriculum meet needs of each client?
    b. Is program flexible?
    c. Is curriculum adequate?
    d. Is curriculum stimulating and motivating?
4. Evaluation of materials and methods
    a. Adequacy
    b. Motivating
    c. Stimulating
    d. Meet social developmental needs
    e. Geared to individuals functional level
    f. Provide for follow through

Form 23: Adjustment Rating Sheet

Student____Reporting Period____________________
C.A.____________________M.A.________________Classification______________________________
Pre-Voc. Co-ordinator____________________________Classroom Teacher____________________________
Location of Class____

CIRCLE CORRECT RESPONSE

HABITS

PERSONAL APPEARANCE IS
1. neat 2. fair 3. slovenly

EXHIBITS COURTEOUS HABITS
1. often 2. sometimes 3. seldom

DEMONSTRATES SELF-CONTROL
1. consistently 2. sometimes 3. seldom

DEMONSTRATES HONESTY
1. consistently 2. sometimes 3. seldom

MAKES GOOD USE OF TIME
1. excellent 2. average 3. little

CARE OF WORKING SPACE
1. well kept 2. passable 3. untidy

USE OF MATERIALS
1. careful 2. fair 3. wasteful

FOLLOWS PLANS AND INSTRUCTIONS
1. exactly 2. approximately 3. poorly

OBSERVES SAFETY RULES
1. exactly 2. approximately 3. poorly

SKILLS

ACCURACY OF WORK IS
1. good 2. fair 3. low

GROSS MUSCULAR ACTIVITY COORDINATION
1. good 2. average 3. poor

SMALL MUSCULAR ACTIVITY COORDINATION
1. good 2. average 3. poor

RELAXES AT PROPER TIMES
1. completely, 2. partially 3. little

MOVES ABOUT ROOM OR SHOP
1. gracefully 2. with ease 3. awkwardly

INITIATES OWN ACTIVITIES
1. wholly 2. at times 3. seldom

CONTRIBUTES IDEAS WHICH ARE
1. very useful 2. useful 3. useless

JUDGES WORTH OF OWN WORK
1. accurately 2. approximately 3. poorly

SKILLS

EXPRESSES OWN THOUGHTS
1. clearly 2. fairly 3. vague

IS ALERT TO ENVIRONMENT
1. exceptionally 2. moderately 3. little

GROWTH IN ABILITY TO REASON IS
1. good 2. average 3. poor

SPAN OF ATTENTION IS
1. long 2. moderate 3. fair

DEMONSTRATES LEADERSHIP
1. markedly 2. average 3. little

ATTITUDES

RESPONSIBILITY IS
1. sought 2. accepted 3. rejected

INITIATES ACTIVITIES
1. often 2. sometimes 3. seldom

ATTITUDE TOWARD PEERS IS
1. cooperative 2. neutral 3. poor

ATTITUDE TOWARD AUTHORITY IS
1. respectful 2. average 3. disrespectful

RESPECTS THE RIGHTS OF OTHERS
1. often 2. sometimes 3. never

SHOWS A GIVE AND TAKE SPIRIT
1. consistently 2. limited 3. seldom

SHOWS EXCITABILITY
1. excessively 2. with reason 3. little

OFFERS POSITIVE CRITICISM
1. markedly 2. occasionally 3. seldom

DISPLAYS AFFECTION
1. excessively 2. moderately 3. seldom

DISPLAYS FEARS AND TIMIDITY
1. excessively 2. with reason 3. seldom

CHANGES OF MOOD
1. quickly 2. with encouragement 3. slow

REACTION TO EMERGENCY
1. excessive 2. average 3. passive

ATTITUDES

MOTIVATION
1. easy 2. average 3. little

SELF-CONTROL
1. good 2. average 3. little

OFFERS NEGATIVE CRITICISM
1. seldom 2. occasionally 3. frequently

DESIRES SOCIAL APPROVAL
1. markedly 2. occasionally 3. seldom

DISPLAYS ANGER
1. excessively 2. justifiable 3. little

SHOWS JOY AND HAPPINESS
1. consistently 2. occasionally 3. seldom

LEVEL OF ASPIRATION
1. perfection 2. like others 3. none

ABILITY TO BE A HELPER
1. generally 2. occasionally 3. seldom

CONTENT OF CONVERSATION
1. objective 2. mixed 3. subjective

ENTERS INTO PLAY WITH OTHERS
1. fully 2. adequately 3. little

Form 24: Anecdotal Record

______________________ Age 15 years 11 months

___________came to the class with problems. The teacher feels there is need for a psychological re-evaluation to help determine a more meaningful program for him. He appears to have ability much above his functioning level. He refrains from expressing an opinion, trying to read a line, or doing a problem because he has a fear that it will be wrong.

He is slow to follow directions. He leaves tasks incomplete, but after being urged along finally comes through. He seems to expect urging before getting a task started - this shows up more in group activities than in individual tasks.

____________reads on the primer level. He shows no interest in reading. He does not recognize the letters of the alphabet by sight; therefore, getting the sound over to him is that much more difficult.

He is learning to count money. (Attached sheet shows individual work) The concept of making change is going more slowly. He prefers to boast of his allowance or how much he has saved up for Christmas than to settle down to the counting money at hand.

He is decorating the room for Christmas. He sweeps out his bus every morning.

1-21-63 This student is improving in following directions: making improvement in money changing. Brought money to start postal savings account. Cause of motivation for others to save. In shop last week and this week on the plan.

1-14-63 _________began his tour of workshop.

1-15-63 No inclination to talk of work in shop.

1-17-63 No inclination to talk of work in shop.

1-18-63 Brought top of piano bench he is sanding to get teacher's approval. When teacher asked if that's the sort of job he wants to do he "blew his top." He seemed to have the feeling that he was being pushed to finish the job.

1-21-63 More interest shown in report of his own progress in shop. Teacher accompanied_________home for help from mother in completion of his case history throughout his childhood. _________got his gun to go hunting but was back in minutes to visit. Very courteous in the home.

Mother cognizant of __________'s problems. Very distrubed over the fact that he lacks interest in attending Sunday School and Church.

1-24 and 25 Bus did not run.

1-28-63 Very listless - complained of catch in his back. Recognized 8 of the Common Signs of Safety and Community Service. Hyperactive entire day.

1-31-63 ________announced first thing this morning that he is going with his daddy to the hospital for a check-up. Said he has dizzy spells. He said he had a dizzy spell last night and went to bed at 9 o'clock. Ate pancakes for supper - chocolate cake. He is afraid of needles at hospital. Says his daddy is afraid "that liver disease" is working on him again.

12-13-62 Missed bus - caught ride to school. Very uneasy until teacher suggested pupil go check to see if his bus made it. Afterward he settled down to fasten printed words to cardboard in the word game card.

12-18-62 Very confused about going to the part at First Methodist Church. Finally called Daddy to make it all right if teacher would bring him home from party.

12-19-62 Improvement in money concepts can make change; but needs practice.

1-7-63 First day back in school. ________received the gift he wanted for Christmas - a watch. He expressed a desire to hear what other students "got for Christmas."

Stayed with the job - sanding bench.

1-8-63 ________brought 5 one dollar bills to put into savings (because every time he tries to save up his brother borrows it). Trip to P. O. to open a special savings account gave him confidence he has not felt before.

Today measured blackboard, file cabinet, sewing machine, typewriter table, bother record player stands. Needs much help in measuring.

Recognized 14 words from the Christmas Word List (37 words)

1-9-63 Acted silly on trip to visit___________, giggled, wise cracked, punched others to "tickle." Poked fun at the manner_________used in "phonics" for service at drive in ice cream place on way from_________'s.

Hard to concentrate today. Improvement in counting money. Much practice needed in change making.

Form 25: Evaluation of Client—R & D Class

C.A. 15 M.A. 10-10

____

1. Reading: Level 3. Was on Level 5. Too difficult. Requires individual attention.
2. Spelling: Fair; does not study.
3. Language: Fair.
4. Arithmetic: Level 4. Subtraction and addition good. Division by 1 digit. Multiplication through 5. Money exchange excellent.
5. Writing: Good
6. Art: Poor
7. Social Adjustment: Poor. Thinks people are against him. Picks on members of class. Feels that he is superior to class members.
8. Attitude: Bad—discipline problem. Psychological. Needs help. Refuses to go on field trip, too juvenile.
9. Personal Traits: Neat, clean, bad teeth that need attention. Not prompt. Does not always listen. Tendency to lie to get out of situation. Tries to influence class members in his way of thinking.
10. Performance of Tasks: If he likes job, will do an excellent one.
11. Cooking: Likes it but does not like to clean up kitchen. Sometimes thinks it is childish.

Form 26: Progress Report

Student________________________________Date________________________
CA 18 MA 8 IQ 52 Evaluator________________________

Attitude and Cooperation. For the past several months ________'s attitude has been anything but good. She does not like anything or anyone. She is continuously moody--sassy and hard to get along with. She incites trouble among the boys especially by thelling tales about them behind their backs. She is boy crazy but does nothing to attract the boys. She has never accepted authority and when she is corrected about the slightest thing she carries tales of persecution. She is never pleasant to adults or other pupils. She is interested only in boys, gossip and strife among others. This attitude has continuously grown worse, and after numerous sessions with her mother we have found that this situation is true at home as well as at school.

Academic Progress. None at the present time. ________reads on a third grade level but this has been true for two years—she can add, subtract, and multiply (simple) but does not have the comprehension nor reasonable ability to solve problems using these. ________ can spell on third and fourth grade levels—cannot use this to any advantage. The entire time that she has been in the classroom she has had to be forced to do any academic work that she has done. ________has no interest in school work.

Socialization. ________ as discussed above does not socialize well. She does not get along with others. She continuously incides trouble among the children - she comes to school for a social hour, wants to sit, drink cokes, gossip and play with the boys. We have repeatedly tried to use ________in the lunchroom in a training program and she resents every minute of it.

Recommendation from Classroom Teacher. Since ________ has made no academic progress and since she is not interested in shop work or any other tasks assigned to her, I think it advisable that we do a team evaluation on ________ in view of dismissal from the program.

Form 27 is an exact duplication of a home visit reported to the project office. Although value—judgmental, it conveyed useful information for evaluating some aspects of a pupil-client's adjustment and prognosis.

Form 27: Report of Home Visit

I. Description of Home: Dirty, crowded. Dog, ducks, and chickens were walking about in a yard of cluttered appearance. It was raining and the family were sitting on the front porch where house flies were extremely prevalent. I did not go inside the house. ________ and his mother and his three younger sisters share the home with ________'s invalid uncle and his wife and a son who is several years older than ________ . . . the latter shares a bed with ________.

II. When I arrived, I was greeted by ________'s mother whose appearance fit her environment. She was not dirty but could improve grooming very much. ________ had just finished taking a bath and was dressing. He appeared shortly very neatly dressed. He introduced me to his older cousin who was leaving with a friend. ________ does not appear to "belong" in this family.

________'s invalid uncle was dressed in pajamas and was sitting in a wheel chair. He is blind and has a poor memory (his condition resulted from strokes). He asked repeatedly if I knew "________ ________." He also said quite often "________ is a good boy." ________ helps care for the uncle. Uncle ________'s wife was somewhat obese. She was friendly and talked a great deal more than ________'s mother. When asked "What would you like for ________ to learn in class?" the mother answered, "Whatever he wants to; that's up to him." She seemed very illiterate.

________'s sisters seemed quiet. They, too, could have been better groomed. When we left (my husband accompanied me) the whole family invited us back. They seemed very warm and sincere.

III. Notes: ________'s father left home when he was four years old. ________ remembers his father's beating his mother. The family has no idea of Mr. ________'s whereabouts. ________ says if he should return someday when he is old, "I'll take care of him cause people do things sometimes that they're sorry about when it's too late but don't realize what they're doing at the time."

________ was very close to his uncle before his illness. "He used to just sit down and talk to me about anything."

Forms 28a, 28b, and 28c were used to orient pupil-clients to a workshop setting. Form 28a gave specific information to the pupil-client and Forms 28b and 28c are quizzes used to assess the understanding of the pupil-client in terms of schedule, rules and regulations, and safety. It is stressed that these were read to the pupil-client and quizzes were done on an individual basis, with stimulus question read to the pupil-client.

Form 28a: Orientation Information for Pupil-Client

The purpose of the center is to find a job that you are best suited for. This will not be an easy thing to do, so you are asked to help in any way that you can. The staff knows that you may find some things had to do, but all they ask is that you try to do your best in all that is assigned to you.

The following will be some of the ways the staff will decide what you are best suited for:

(1) Talking with you
(2) Assigning you work to do
(3) Testing you
(4) Trying you out on different jobs

The staff will see how willing you are to work; they will consider your attitude, they will notice your conduct and behavior; and they will see how much attention you give to your work assignments. Remember to work well with the staff and other people in the center. Do your very best!

The center will operate on a strict schedule. You will be expected to follow this schedule. You will be checked on your attendance and your attention to the schedule. You will learn to use a punch time clock.

WORK SCHEDULE:

Work period	8:00 A.M.	to	10:00 A.M.
Break	10:00 A.M.	to	10:15 A.M.
Work period	10:15 A.M.	to	11:30 A.M.
Lunch	11:30 A.M.	to	12:30 P.M.
Work period	12:30 P.M.	to	2:30 P.M.

RULES AND REGULATIONS TO BE FOLLOWED:

1. Working days are Monday through Friday. You should be here each day unless you have been told differently by a staff member.
2. Conduct yourselves as ladies and gentlemen at all times while you are at the Center, one the Trade School campus, and Trade School bus.
3. Loud talking, noisy games, or use of improper language will not be allowed at the Center. Smoking will be allowed during the working schedule; however, this rule will be omitted at any time if it is felt that this rule has been abused.
4. Drinking cokes, coffee, and eating will be allowed during the break period and the lunch period only.
5. Do not throw paper, trash, or cigarette butts on the floor of the Center. Trash cans and ash trays will be provided throughout the Center. Please use them.
6. Put all empty bottles in the racks provided.
7. Return all tools and books to their proper places when finished with them. Take care of all tools and books used by you.
8. Clean areas assigned to you when told to do so. Check list for cleaning up assignment.
9. No one is to enter any office at the Center unless he or she is directed to do so.
10. Should you drive your own car, a parking lot is provided on the east side (airport side) of the building. Please use this area.
11. The east entrance to the Center should be used at all times.
12. Bus insurance card must be presented any time you use the school bus.
13. Do not make any major adjustment on equipment unless approved by a staff member.

SAFETY

The workshop is a safe place to work when everyone co-operates in a safety program. This means that YOU have certain responsibilities. You must keep this in mind at all times in order to prevent injury to your friends and to yourself. Think what might happen if you should fail to do the following:

1. Obey your instructor.
2. Know where you are supposed to be at all times.
3. Handle tools, equipment, and materials carefully.
4. Respect the rights of other members of the shop or class as they go about their work.
5. Report any injury immediately. Report any horse play to your instructor.
6. Select and use the right tool for the jobs.

CLOTHING:

1. Wear a shop apron. Fasten it securely.
2. Remove your tie.
3. Role your sleeves to the elbow, using an inside roll.
4. Don't wear loose clothing.
5. Dress for shop work.
6. Remove all rings and other jewelry.

GOOD HOUSEKEEPING:

1. Put unused stock in the storage bin or lumber rack.
2. Put scraps in the scrap box.
3. Return tools to their proper place immediately after you have finished with them.
4. Place oily rags in metal container to help prevent fires.
5. Return all unused materials, such as nails, screws, etc. to their proper places.
6. Keep all tools and excess material off the floors.
7. Clean all liquids, such as paint, oil and water, from the floor immediately.
8. Keep your work station "shipshape."
9. Close your wood vise when you have completed work.

TOOLS AND MACHINES:

1. Keep screw drivers and chisels properly sharpened and do not use a chisel for a screw driver nor a screw driver for a chisel.
2. Test the sharpness of tools on a waste piece of wood, not on your hand.
3. Be very careful when using your thumb as a guide in using the handsaws.
4. Cut away from you when using a knife, chisel, or other sharp-edged tool.
5. Hold your work firmly either in a vise or a jig. Do not hold the work in your hand if you are cutting the work.
6. Do not use a tool which you know is faulty.
7. Be sure that all machine guards are in position and operate correctly.
8. Use machines correctly. Your instructor has informed you of safe operating practices; carry them out.
9. Do not operate a machine which is out of order or one which you have not been certified to operate.
10. Do not hurry; wait until your fellow student has completed his operation on the machine that you desire to use.

Form 28b: Quiz—Orientation (Read to pupil-clients where necessary)

Name:______________________________

Attempt:____________________________

Rating:_____________________________

RATING
S - Satisfactory
US - Unsatisfactory

TRUE-FALSE

____ 1. The purpose of the Center is to train you for a job.
____ 2. It will be an easy thing to find what you are best suited for.
____ 3. Mr. Smith, Mr. McGraw, and Mrs. Clemons will do most of the work, and you will not have to do much in order to find your type of job.
____ 4. You will not have to do your best in jobs assigned to you in the Center.
____ 5. The staff (Mr. Smith, Mr. McGraw, and Mrs. Clemons) will want to see how willing you are to work.
____ 6. The staff will not consider your attitude toward work and toward other workers.
____ 7. The staff will notice your conduct and behavior.

____ 8. If you are not absent much in the Center, the staff will know that you will not be absent much from work when you are placed on some job.
____ 9. You will not have to pay much attention to your work assignments.
____10. The staff won't care whether you work well with them or not.
____11. The staff won't care whether you work well with other people in the Center.
____12. You will be able to take a break any time you want to.
____13. You won't really have to follow the work schedule.
____14. The first work period will be from 8:00 A.M. to 9:45 A.M.
____15. The morning break will begin at 9:45 A.M. and last until 10:15 A.M.
____16. The second work period will begin at 10:15 A.M. and last until 11:30 A.M.
____17. Lunch period will last 45 minutes.
____18. The morning break will last 20 minutes.
____19. Your day at the Center will begin at 8:00 A.M. and last until 2:30 P.M.
____20. The staff will try you out on different jobs.
____21. The staff will talk with you to try to find out what you are interested in.
____22. The staff will give you tests.
____23. There are six working days a week in the Center.
____24. You are to behave as ladies and gentlemen.
____25. Improper language will be all right, just as long as one of the staff doesn't hear you.
____26. It will be all right to drink and eat during any work period.
____27. It will be all right to throw paper and cigarette butts on the floor, because someone will sweep at the end of the day.
____28. It will be all right to leave empty bottles where you finish with them because someone else will pick them up.
____29. You will put all tools and books in their proper places.
____30. You will be assigned to clean areas in the Center.
____31. It will be OK for you to go right into any office in the Center.
____32. The south entrance to the Center will be used at all times.
____33. You will show your insurance card to the bus driver if he should ask for it.
____34. You must never tinker with equipment unless a staff member tells you to.

Form 28c: Quiz—Safety (Read where necessary)

Name:______________________________

Attempt:____________________________

Rating:_____________________________

RATING
S - Satisfactory
US - Unsatisfactory

TRUE-FALSE

____ 1. In the Center carelessness can cause injury to you and your friends.
____ 2. You must cooperate in a safety program.
____ 3. You should obey your instructor.
____ 4. You should know where you are supposed to be at all times.
____ 5. It will not be necessary to handle tools and equipment carefully.
____ 6. You must think of what is right for you, and forget about the rights of other people in the shop.
____ 7. You will not have to report small injuries.
____ 8. Sometimes it will not be necessary to use the right tool for a certain job.
____ 9. If you do not have a shop apron, loose clothing will be all right to wear in the Center.
____10. You should take off all jewelry before working in the Center.
____11. You should place oily rags near the heater to dry out.
____12. If you spill paint on the floor you should wait until your instructor can clean it up.
____13. Your instructor is the person to put nails, screws, and other equipment in their places.
____14. When working at a table, it is all right to leave a mess.
____15. You should open your wood vise when you finish with it.
____16. If you are trying to finish a project, you may run or hurry when carrying materials.
____17. Try to carry large, bulky, or heavy material; you will show the staff members that you are really trying to do your best.
____18. Lift heavy materials any way you see fit; there is no right way to lift.
____19. It will be OK to use a screw driver for a wood chisel.
____20. A good test to find out if a tool is sharp is to press the blade against your hand.
____21. You should cut toward you when using a knife or chisel.

____22. You should not hold the wood in your hand if you are cutting the wood.
____23. You should use a faulty tool.
____24. A machine guard is unnecessary.
____25. If you do not know how to use a machine, then you should find out by experimenting.
____26. Always try to use machines which are marked out of order to see if your instructor was wrong in marking it out of order.
____27. Never hurry; wait until your fellow student has finished what he is doing on the machine before you begin.

Forms 29 through 41 were used to evaluate workshop factors and in work-experience evaluation. Since that aspect was of particular interest and value, forms are tabulated.

Form 29: Daily Summary of Client's Activities
Form 30: Daily Report of Client's Activities
Forms 31a, 31b, 31c: Area Evaluations (Examples: Ceramics, Clerical, Collating by Color)
Form 32: Plan of Cooperation Between Workshop and Project Class
Form 33: Workshop Pupil-Client Progress Report
Form 34: Report to Classroom Teacher from Facility Manager
Form 35: Vocational Evaluation
Form 36: Training Progress Report
Form 37: Evaluation Process in Workshop
Forms 38a and 38b: Sequential Evaluation of Work Habits, Personal Hygiene, Attitudes, and Personality
Forms 39a, 39b, and 39c: Sequential Evaluations of Identification and Use of Simple Tools, Training Progress Report, Final Progress Report
Forms 40a, 40b, and 40c: Sequential Reports Covering Monthly Evaluation, Evaluation of Workshop Experience, Final Evaluation for a Year
Form 41: Work Experience Evaluation

Once again, it should be understood that these forms were useful in given project workshops. They must be adapted to serve an equally useful purpose in other settings.

Form 29: Daily Summary of Client's Activities

CLIENT________________________
COUNSELOR________________________
COUNTY________________________
DATE ENTERED________________________
DATE TERMINATED________________________

DATE	APPROXIMATE TIME	EVAL.		JOB (PERFORMANCE SUMMARY) (be concise)
			I. BASIC EVALUATION 1. Arithmetic	
			2. Spelling	
			3. Reading	
			II. CLERICAL AND SALES 1. Correct use of English	
			2. Use of telephone	
			3. Money concepts	
			4. Completing forms	
			5. Others	

DATE	APPROXIMATE TIME	EVAL.	
			III. SKILLED AND SEMI-SKILLED
			1. Body and fender repair
			2. Auto mechanics
			3. Electricity
			4. Machinist
			5. Sheetmetal
			6. Upholstery
			7. Watch repair
			8. Woodworking
			9. Welding
			10. Plumbing
			11. Finishing and Refinishing
			12. Sewing: Alteration-Productions

REMARKS:

			IV. SERVICE
			1. Barbering
			2. Cosmetology
			3. Janitorial
			4. Kitchen
			5. Domestic
			6. Messenger
			7. Service Station
			V. UNSKILLED
			1. General Work (list type)
			2. Assembler, sorter
			3. Service work without public contact (list areas)
			VI. FARM AND OUTDOORS
			1. Farm management
			2. Nursery

DATE	APPROXIMATE TIME	EVAL.	
			3. Landscaping
			4. Gardening
			VII. MISCELLANEOUS SKILLS 1. Leather work
			2. Art crafts
			3. Floral assembly
			4. Artistic ability

Summary - (Shop visits, job try-outs, etc.)

Make a concise summation statement on the following characteristics as observed during evaluation:

1. Response to instructions
2. Memory for details
3. Concentration on job
4. Transfer of thought
5. Retention of new concepts
6. Motivation toward work
7. Punctuality and attendance
8. Care and use of equipment
9. Peer relationship
10. Reaction to supervision
11. Personal grooming
12. Reaction to pressure
13. Attractive appearance
14. Pleasant speaking voice
15. Language facility and fluency
16. Sensitivity to the attitudes and reactions of others
17. Tact, poise and persuasiveness
18. Patience and attentiveness
19. Attitude towards work (consider interest and enthusiasm, satisfactory, antagonistic or indifferent)
20. Mental alertness
21. Responsibility
22. Drive and initiative
23. Dependability and reliability
24. Liking for people and for association with them
25. Concentration amidst distraction
26. Judgment

PHYSICAL OBSERVATION:

Strength of hands
Strength of legs
Strength of back
Dexterity of fingers
Dexterity of hands and arms
Dexterity of foot and legs
Coordination of both hands
Eye-hand coordination
Foot-eye-hand coordination
Touch discrimination
Vision
Depth perception
Others:

Make a concise statement of your personal opinion of this client, such as: Would you hire this client?

Form 30: Daily Report of Client Activities

CLIENT ____________________ COUNTY ____________ COUNSELOR ____________

DATE ENTERED ____________________ DATE TERMINATED ____________________

	Quality of Work	Performance Rate
I. INTRODUCTORY SKILLS:		
A. Arithmetic		
B. Measurement		
1. ________		
2. ________		
3. ________		

Quality of Work Performance Rate

- C. Manipulations
  - 1. Nuts and bolts
  - 2. Color and number
  - 3. Calendar
  - 4. ____________
  - 5. ____________
- D. Autobiography
- E. Eye Test
- F. Testing Program
  - 1. IPAT
  - 2. Ala. Emp. Service
  - 3. D.A.T. WAIS
  - 4. Achievements
- G. Cost Estimations
- H. G.E.D. Test

REMARKS:

II. CLERICAL:

- A. Math
  - 1. __________
  - 2. __________
- B. Telephone Directory
  - White Pages
  - Yellow Pages
- C. Spelling
- D. Abbreviations
- E. Vocabulary
- F. Filing
  - 1. Alphabetical
  - 2. Numerical
- G. Typing
  - 1. Manual
  - 2. Electric
- H. Payroll Computation
- I. Record Keeping
- J. Correct Use of English
  - 1. Answering want ads
  - 2. Study writing
  - 3. Describing a picture
- K. Mail Clerk
  - 1. Sorting
  - 2. Classification, weighing, and figuring postage
- L. Collating by Color
- M. Bookkeeping
- N. Checkbook Balancing
- O. Mail Ordering
- P. Use of Telephone
- Q. Use of Dictionary
- R. 10-Key Adding Machine
- S. Science Review

REMARKS:

III. SUB-PROFESSIONAL AND MANAGERIAL

- A. Business Enterprise:
  - 1. Sales book
  - 2. Grocery orders
  - 3. Change making
  - 4. Record keeping
  - 5. Maintenance and cleanliness
  - 6. Personality and attitudes

Quality of Work   Performance Rate

  7. Inventory and stock control
B. ______________________________
   ____

IV. SKILLED AND SEMI-SKILLED
 A. Drafting
   1. __________
   2. __________
   3. __________
 B. Machine Operation (Com)
 C. Seam Construction
 D. Sewing Project
 E. Measuring
   1. Fractional
   2. Feeler Gages
   3. ____________
 F. Woodwork
   1. Hand tools
   2. Power tools
   3. Laying out project
 G. Painting and Refinishing
 H. Mechanical
 I. Basic Electrical
   1. Extension cord
   2. Splicing and soldering
   3. Mockup wiring of a single pole switch
   4. Wiring panel
   5. __________________
 J. Electronics
   1. __________________
   2. __________________
 K. Welding
   1. Working drawing
   2. Torch use
   3. Project
 L. Shop Math
 M. Package Wrapping
 N. Parts Clerk
 O. Bench Assembly
   1. Sorting
   2. Manipulations
   3. Use of small tools
 P. Crafts
   1. Leather
   2. Ceramics
   3. Caning
   4. Copper enameling
   5. Artificial flowers
   6. Basketry
 Q. Sheet Metal
 R. Plumbing

V. SERVICE
 A. Janitorial
   1. Sweeping
   2. Mopping
   3. Waxing
   4. Buffing
   5. Rest Rooms
   6. Dusting and furniture care

Form 32: Advisory Letter to Project Director

REHABILITATION CENTER WORKSHOP
Alabama School of Trades
Gadsden, Alabama

January 22, 1963

Dr. Jasper Harvey
Project Director
Department of Special Education
University, Alabama

Dear Sir:

This letter is to inform you of the new system of services to the Research and Demonstrations Project for the Mentally Retarded that has been worked out with the Gadsden Rehabilitation Center Workshop and O.V.R. Federal Project 976d.

The former system in which all the boys of the special class spent four hours each day in the workshop presented a number of problems. Inadequate supervision created safety hazards in the shop and the boys in the special class were not receiving the individual attention and work orientation they so badly needed. Immaturity of some special class members tended to make the shop experience a play period, disrupting the work atmosphere needed in the workshop program.

To correct this situation a plan was submitted to the evaluation committee for the special class and to the teacher. This plan consists of selecting two of the boys in the special class to undergo and intensive evaluation and work orientation period of two weeks in the workshop where they will receive closely supervised work experience, counseling, instruction, and individual help recommended by their teacher. At the end of one week the teacher receives a written report concerning the evaluation and status of each special class boy in the workshop. Each week the special class teacher attends the staff conference of the work adjustment center and the two boys in the shop are discussed. Also plans and recommendations for another group of boys to enter the shop are made. At the end of the two week period a written summary of the work of each boy is sent to the special class teacher with recommendations that might be accomplished in the classroom. After each boy has spent a two week period in the shop then we start the same process over again and look for changes of work habits, reaction to supervision, and work attitudes that were noted in previous shop tryouts. At the regular evaluation committee meeting the special class teacher presents a summary on the academic achievements of each boy and the supervisor of the work adjustment center presents the workshop evaluation of each boy. At this meeting a determination is made for each boy as to future work with him: (1) continue him for further work in classroom and shop, (2) ready for other Rehabilitation Services, (3) not feasible for Rehabilitation.

This plan of cooperation between the workshop project and the special class project was agreed to by the teacher, and the entire guidance committee.

We feel that through this plan we can now render better services for the Mentally Retarded of the project class.

Sincerely yours,

/SIGNATURE/

Bob Couch, Supervisor
Work Adjustment Center

/SIGNATURE/

(Mrs.) Madge Mullins
Project Class Teacher

BC/lw

cc: Mr. O. F. Wise
Mrs. Alpha Brown
Mr. George Hurt
Mr. Vernon Vinson

Quality of Work Performance Rate

B. Kitchen
    1. Dishwashing
    2. Cooking
    3. Meal planning
    4. Serving
    5. ____________
C. Laundry
    1. Washing
    2. Drying
    3. Ironing
D. Beautician
    1. Hair
    2. Nails
E. Nursing
F. Gardening and Grounds Keeping
G. Service Station
    1. Clean windows
    2. Change oil, water, and battery
    3. Check tires
    4. Change tires

REMARKS:

Form 31a: Area Evaluations

AREA Ceramics PROJECT Ash Tray NAME ____________

1. Ability to follow instructions ____________
2. Ability to work accurately ____________
3. Interest ____________
4. Neatness ____________
5. Work tolerance ____________
6. Rate of performance ____________
7. Initiative and ingenuity ____________
8. Quality of work ____________

COMMENTS: ____________

EVALUATOR ____________

Form 31b:

AREA Clerical PROJECT Telephone Directory NAME ____________

1. Ability to follow instructions ____________
2. Ability to work accurately ____________
3. Interest ____________
4. Neatness ____________
5. Work tolerance ____________
6. Rate of performance ____________
7. Initiative and ingenuity ____________
8. Quality of work ____________

COMMENTS: ____________

EVALUATOR ____________

Form 31c:

AREA Collating by Color PROJECT Sorting NAME ____________

1. Ability to follow instructions ____________
2. Ability to work accurately ____________
3. Interest ____________
4. Neatness ____________
5. Work tolerance ____________
6. Rate of performance ____________
7. Initiative and ingenuity ____________
8. Quality of work ____________

COMMENTS: ____________

EVALUATOR ____________

Form 32: Advisory Letter to Project Director

REHABILITATION CENTER WORKSHOP
Alabama School of Trades
Gadsden, Alabama

January 22, 1963

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Project Director
Department of Special Education
University, Alabama

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Sincerely yours,

/SIGNATURE/

Bob Couch, Supervisor
Work Adjustment Center

/SIGNATURE/

(Mrs.) Madge Mullins
Project Class Teacher

BC/lw

cc: Mr. O. F. Wise
Mrs. Alpha Brown
Mr. George Hurt
Mr. Vernon Vinson

Form 33: Workshop Pupil-Client Progress Report (This form shows another possible approach to rating a client)

Scale: 1 - Excellent 2 - Good 3 - Fair 4 - Poor

A. Personal Habits
____ 1. Appearance
____ 2. Good grooming, cleanliness, etc.

B. Attitudes and Personality Traits
____ 1. Toward authority
____ 2. Toward criticism
____ 3. Toward co-workers
____ 4. Self-confidence
____ 5. Obedience
____ 6. Shows respect for others
____ 7. Gets along with others
____ 8. Shows self-control
____ 9. Courteous
____10. Realizes his limitations

C. Work Habits
____ 1. Follows instructions
____ 2. Sticks to task until completion
____ 3. Gives up easily or has sustained effort
____ 4. Dependable
____ 5. Begins task on time
____ 6. Truthful and honest
____ 7. Works well with others
____ 8. Does best work at all times
____ 9. Obeys safety rules
____10. Puts tools away
____11. Listens well
____12. Muscular coordination
____13. Works independently and/or in groups

D. Educational
____ 1. Reading level
____ 2. Arithmetic level
____ 3. Spelling level
____ 4. Grade completed in regular class
____ 5. Vocational interests or skills indicated

E. Physical
____ 1. Speech (if an impairment)
____ 2. Any handicaps
____ 3. General health

Check-Sheet Teacher Makes in Observing Pupil-Clients in Workshop

Scale of rating: 1 - never 2 - occasionally 3 - generally 4 - always

1. Pupil relates classroom activities to particular task in workshop. 1 2 3 4
2. Pupil shows recall values in task performance. 1 2 3 4
3. Student displays interest in what he is doing. 1 2 3 4
4. Student works well under observation. 1 2 3 4
5. Student works well with others. 1 2 3 4
6. Demonstrates a cooperative attitude. 1 2 3 4
7. Prefers to work alone. 1 2 3 4
8. Prefers to work with others. 1 2 3 4
9. Skills gained in workshop related to classroom activities. 1 2 3 4
10. Ability to explain what he is doing intelligently. 1 2 3 4
11. Appears to become easily frustrated. 1 2 3 4
12. Sustained attention. 1 2 3 4

13. "Clock Watches."	1 2 3 4
14. Shows evidence of self-confidence.	1 2 3 4
15. Current task equal to ability.	1 2 3 4
16. Student appears to have adequate supervision.	1 2 3 4

Student____ Date____________________

Form 34: Report to Classroom Teacher from Facility Manager

Student____ Date____________________

Scale of rating: 1 - never 2 - occasionally 3 - generally 4 - always

1. Arrives at workshop on time.	1 2 3 4
2. Begins work immediately.	1 2 3 4
3. Resumes work on unfinished task.	1 2 3 4
4. Waits until instructor tells him to proceed.	1 2 3 4
5. Listens to directions.	1 2 3 4
6. Proceeds without directions haphazardly.	1 2 3 4
7. Follows instruction.	1 2 3 4
8. Asks additional directions from instructor.	1 2 3 4
9. Asks additional directions from other clients.	1 2 3 4
10. Sticks to task at hand.	1 2 3 4
11. Idles away time.	1 2 3 4
12. Disturbs others in Workshop.	1 2 3 4
13. Gets along with other pupil-clients.	1 2 3 4
14. Gets along with other clients.	1 2 3 4
15. Exhibits self-control.	1 2 3 4
16. Looses interest in task before completion.	1 2 3 4
17. Takes pride in work.	1 2 3 4
18. Utilizes materials and supplies.	1 2 3 4
19. Practices good safety habits.	1 2 3 4
20. Motor abilities impede progress.	1 2 3 4
21. Accepts criticism creditably.	1 2 3 4
22. Seeks advise from instructor in personal matters.	1 2 3 4

Explain any other information pertinent to client below.

Form 35: Vocational Evaluation

Date:______________________________ Evaluation by:______________________________

Client:______________________________ ______________________________

Evaluation activity performed:____

____

__________ 1. Client needs further academic and/or social skills.

__________ 2. Client needs further vocational evaluation in the facility.

__________ 3. Client has no vocational potential as related to evaluation activities performed in the facility.

Action taken by evaluation committee:____

____

Form 36: Training Progress Report

1. Name of Trainee ______________________________ Month Ending __________ 19 ______

2. Job Objective of Trainee ______________________________

3. How Many Days Absent This Month? ______________ Why? ______________

4. How Many Times Tardy? ______________ Why? ______________

5. Progress This Month

Accelerated...... ____
Average.......... ____
Slow............. ____
No progress...... ____

6. Quality of Work

Excellent..... ____
Good.......... ____
Fair.......... ____
Poor.......... ____

7. Cooperation in Training

Cooperative........ ____
Fairly cooperative. ____
Indifferent........ ____
Not cooperative.... ____

8. Difficulties
Learning subject matter ______________
Handling tools and machines ______________
Speed ______________
Accuracy ______________
Following instructions ______________

Other difficulties
With disability ______________
With appliance ______________
With general health ______________
Other (Describe) ______________

9. Subjects or Operations This Month - With Grades

Subjects or operations	Grade or rating	Subjects or operations	Grade or rating

10. Has trainee begun to earn a wage? ______________ If so, how much? ______________

11. In your opinion, is this kind of training for which the man is best suited? ______________
____
____

Form 37: Evaluation Process in Workshop

____
Mental Retardation

WORK HABITS: He sticks to a job and he is doing so much better in trying to do a job. He can't always carry out a job, but tries. He is slow. He has been regular in attendance, prompt to classes and possesses a sense of responsibility.

SHOP HABITS: He is neat in his work and not messy in his work area in the classroom.

WORK TOLERANCE: He could endure work for eight hours, but he is not physically developed at his age so as to take on heavy physical work. He is healthy and from observation of types of exercises on the play ground, he is strong physically. I would say that he and ________ are the more physically able boys of the group.

MUSCULAR COORDINATION: He could do work involving the muscles of the body. He can do jobs like sweeping, moving and lifting chairs, cleaning tables fast and efficient.

N-MUSCULAR COORDINATION: ________ seems slow in this area. He is improving in caning. His work in weaving wasn't too successful. He said, "I'm going to prove that I don't give up too easily like you said on my report card." I can't say for sure in this area at the present. I am wondering if ________ has tried in the past.

FINGER DEXTERITY: I don't think ________ has too much ability in the construction of tedious objects with fingers. He is trying now in caning and doing so much better.

MANUAL DEXTERITY: He seems to have more ability in work involving hands, wrists, elbows and shoulders. It seems that he has more coordination of muscles involving the body rather than the fingers.

MOTIVATION: ________ has the most interest in everything we do. Always bringing something to help out in class.

BASIC SKILLS: I am not sure of ________'s ability to learn. This child is a problem as far as a good understanding of personality and ability. He has not any previous training in handicrafts. Communicative skills—expresses himself well and intelligently, nervous and talks wildly and wisely.

SAFETY PRECAUTION: I think the child could be trusted in a workshop involving danger if trained in safety rules of the area.

REMARKS: ________doesn't respect his father, he said, "My old man don't know his age, he says because he dodged the army." "He will about hit me anywhere with anything, he said his mother did everything and his daddy didn't do nothing." He tells how he likes to agitate his daddy, said his family told him he didn't have any sense. He is always trying to defend himself and act like he knows everything and can't anyone help him. Wants speech therapy and he has trouble with sounds, which could be corrected with speech therapy. I wish we could give this service to child. He works to make money and do jobs at home. He is interested in woodwork.

Form 38a: Work Habits

Student Name________________________________ Rater________________________
Dates__________________ To__________________ Handicaps________________________

Please indicate your opinion of this client's progress, ability, and/or potential as measured by the following criteria in each area.

Check the block that you feel best describes the client for each item.

	Poor	Fair	Acceptable	Good	Excellent
1. Follows instructions					
2. Dependable					
3. Works with others					
4. Observance of safety rules					
5. Care of tools					
6. Interest in work					
7. Punctuality of client					
8. Ability to work without supervision					
9. Ability to use work time					

Considering all of the above criteria, would you recommend: (circle recommendations applicable)

1. Increasing the workshop time of the client.
2. Part-time employment for the client.
3. Full-time employment for client.
4. Leaving the client's workshop time as is.
5. Decreasing the client's workshop time.
6. Counseling the client and placing him on probationary status.
7. Dropping the client from the total program.
8. Can make no recommendations at this time.

Remarks:

Name______________________________

Form 38b: Personal Hygiene

Check the block that you feel best describes the client for each item.

	Rarely	Occasionally	Frequently	Usually	Always
1. Body clean					

	Rarely	Occasionally	Frequently	Usually	Always
2. Hair cut					
3. Clothes clean					
4. Shoes clean					
5. Dresses neatly					

Form 38c: Attitudes and Personality

Check the block that you feel best describes the client for each item.

	Poor	Fair	Acceptable	Good	Excellent
1. Reaction to authority figures					
2. Reaction to criticism					
3. Relations with co-workers					
4. Respect for the rights of others					
5. Self-control					
6. Courtesy					
7. Obeys rules or demands					
8. Honest					

Form 39a: Evaluation Sheet—Identification and Use of Simple Tools

Trainee ____________________

Date ____________________

TOOLS	IDENTIFICATION		PURPOSE		PERFORMANCE			
	YES	NO	YES	NO	GOOD	FAIR	POOR	UNABLE TO WORK
Claw Hammer								
Ball Pein Hammer								
Tack Hammer								
Mallet								
Hand Saw								
Back Saw								
Coping Saw								
Key Hole Saw								
Foot Rule								
Yardstick								
Zig-zag Rule								
Framing Square								
Try Square								
Brace and Bit								
Hand Drill								
Common Screwdriver								
Phillip Screwdriver								
Counter Sink								
Jack Plane								
Hand Plane								
Spoke Shave								
Vise								
Wood Chisel								

Form 39b: Training Progress Report

1. Name of Trainee______________________________Month Ending______________19___
2. Job Objective of Trainee______________________________
3. How Many Days Absent This Month?______________Why?______________________________
4. How Many Times Tardy?______________Why?______________________________
5. Progress This Month:
   Accelerated....____
   Average........____
   Slow...........____
   No Progress....____
6. Quality of Work:
   Excellent....____
   Good.........____
   Fair.........____
   Poor.........____
7. Cooperation in Training:
   Cooperative.........____
   Fairly Cooperative..____
   Indifferent.........____
   Not Cooperative.....____
8. Difficulties
   Learning subject matter______________________
   Handling tools or machines______________________
   Speed______________________
   Accuracy______________________
   Following instructions______________________
   Other difficulties:
   With disability______________________
   With appliance______________________
   With general health______________________
   Others (describe)______________________
9. Subjects or Operations This Month - With Grades

Subjects or Operations	Grade or Rating	Subjects or Operations	Grade or Rating

10. Has trainee begun to earn a wage?______________
11. In your opinion, is this the kind of training for which the man is best suited?______________
____
12. Remarks____

Training Agency______________________________
(Address)______________________________
(Signed)______________________________

Form 39c: Progress Report

Trainee:______________________________ Date:______________________________

____________ has attended the special class and workshop slightly less than one school term. Prior to this he had attended regular classes at __________ County High School. He was in the 9th grade. __________ has no physical handicap, but functions in the moderate mentally deficient range of intelligence.

He has been evaluated and trained in the woodwork shop. This evaluation and training has consisted of names and used of hand and power tools, sizes of plywood and sand paper, proper work habits and the procedures in refinishing furniture. He has been in the workshop from one to four hours each day.

Considering the fact that he had no work history before attending this shop, __________ has accomplished a great deal. His work habits have been very good. His attendance has been regular and he is always on time. He works willingly on any job to which he is assigned. He will remain on a job until it is finished. He can follow simple instructions and continues to work without close supervision. He seems to be well motivated to learn a trade and to become employed. He has brought several chairs from his home and refinished them by himself. He knows the different steps in refinishing furniture. He also can mix lacquer and apply it with a spray gun. In addition to refinishing furniture he also upholstered a chair and a stool. __________ shows aptitude and interest in upholstering and refinishing.

__________'s relations with the fellow students and his instructors are good. He gets along well with everyone. He is courteous and well mannered. His personal appearance is always good. He is neat and clean and always has a neat hair cut.

__________'s vocational prognosis appears to be very good. He is well motivated and shows interest in the trades offered at this workshop and apparently has the ability to learn them. I definitely feel that he has benefitted from experiences obtained in the workshop this year. He seems to have matured somewhat and his coordination and dexterity have improved. My recommendation is that he attend the workshop full-time this summer and return to the special class and workshop in September, 1963.

Form 40a: Monthly Evaluation Report

Client's Name____________________Month Ending__________19___

Department____________________

1. Emotional maturity
2. Ability to get along with others
3. Work habits
4. Motivation
5. Regards for safety
6. Stability

Instructor's Comments:____________________

____
Instructor's Signature

Form 40b: Evaluation of Workshop Experience

Name____________________Date__________

Attitude Toward:	Good	Fair	Indifferent	Bad
Supervisors				
Other workers				
Work assigned				
Criticism				
Workshop practices				
Directions given				
Punctuality				
Quality of work				
Quantity of work				
Recognizes and corrects errors				
Safety practices				
Works without supervision				
Sticks to work until completion				
Dependable				
Patient				
Truthful and honest				
Muscular coordination				
Comments				

____
Evaluator

Form 40c:

Trainee____Date_____________________________

__________ has made a great deal of progress since attending the workshop. He has learned the names and purposes of practically all the hand tools in the woodwork shop. He is capable of using most of these tools with a considerable amount of competence. He uses good judgment in his work. He has the ability to look ahead and figure things out for himself.

__________ has learned the procedures (in the right sequence) of refinishing furniture. He can refinish from start to finish a piece of furniture. He can do many repair jobs if they are not excessively complicated. He is able to use the measuring instruments, squares, etc. accurately. He is capable of reading the labels on the stains and varnish cans and follows directions and instructions well.

__________ worked about two months for one hour each day in the upholstery shop. Mr. Hubbard, his instructor, reported that he was willing to work and seem to learn fast, although he did very little of the actual work. __________ spent most of his time observing the other clients in the upholstery shop.

__________ is a small thin young man but is strong for his size. He seems to be used to hard physical work, because he does not tire easily when he works an eight hour day. He has good muscular coordination as well as good hand-eye coordination. He works quite rapidly and accurately with his hands. This was evident when he counted bags in the assembly line of our sub-contract job.

__________ has very good work habits. He can be relied upon to remain on any job to which he is assigned until it is finished. He is always on the job on time and does not require steady supervision and prodding by his instructor.

__________ gets along well with all the other trainees in the shop. He was quite shy and withdrawn to begin with, but he has adjusted well to the workshop situation. He mixes and relates well to the group now and is well accepted by everyone.

As for __________'s vocational potentials, I think there are several possibilities. He could learn almost any unskilled work. With the proper training he may be able to learn some skilled trade such as cabinet making, carpentry, or auto mechanics. I think that if he went into any skilled trade his training would have to consist wholly of on-the-job training due to his lack of reading and arithmetic skills.

__________ has made much progress in both social and work skills in the shop. I think that he could profit from a few more months in the special class and the workshop.

Form 41: Work Experience Evaluation

Date: ______________________________ Evaluator: ______________________________

Type Work: House and Yard Cleaning

I. Attitude. __________maintained an excellent attitude toward supervision at all times. He also had a good attitude toward work per se. He seemed eager to please and never resented having to do some phase of the work over and over until it was done correctly. He was always pleasant and enjoyed telling jokes and having fun. He was willing to do this type of work and eager for the job. He reported for work on time and stayed until I suggested that he leave. He seemed to enjoy the fact that other boys of the project class wanted to do this job for me and he was chosen! This gave him a feeling of acceptance and superiority over the other boys who had excelled in things in which George had not experienced success.

II. Job Description. This work consisted of cleaning and polishing floors, cleaning windows (scraping off paint, etc.) as well as cleaning and polishing and yard cleaning, cleaning the carport, etc.

III. Work Skills. _________ had to have close supervision at all times. He showed some initiative in methods of cleaning; however, most of the time he had to be shown and told exactly what to do and how to do it. He worked slowly and could not be hurried. He did the work exactly as he was told and he asked constantly "How does this look?" He was most meticulous in everything he did. He took great pride in his work and would stick to a task until it satisfied himself and me. _______ had to be told to put his tools away each time he used them. He took good care of all tools and was careful not to step on bedding plants around the house. He showed great care with the furniture as he moved it from room to room. He accidentally broke a handle off a record cabinet (not a major accident!) and I was interested to note that he did not mention this to me. I called it to his attention and reminded him that it was an accident and of no major importance. This seemed to relieve him of having done something wrong.

IV. Miscellaneous. ________ seemed pleased with his pay and as I gave him a bonus the last day of work, he smiled and said, "You mean this is for me?" He was courteous at all times and graciously thanked me for the pay, bonus, lunch and transportation back and forth to the job. He would not permit me to take him to his home—getting out of the car within a few blocks. It was obvious that he did not want me to see his environment. Several times he commented upon various items in my home and once he remarked "You have everything."

V. Employment Prognosis. This type of employment has a definite possibility for this client. He would be quite satisfied with janitorial work and with additional training and some time spent on methods, attitudes, work habits, etc. I feel that he can function capably.

Form 42 is an example of a behavior record. These kinds of written communications were helpful in assessing a pupil-client's global potential.

Form 42: Behavior Record

NAME____ FROM________________ TO____________________

TEACHER_____________________________________ CLASS_______________________________________

Date: Anecdotals

I would like to report an incident to you that happened in the classroom Friday during the lunch hour when some of the boys were working on their woodwork projects.

Setting: _________ was working on a box for his shot gun shells. He was seated at the workbench with the other boys. He had selected a piece of 3/4 inch plywood to work with. In the process of smoothing out the edges he chose a wood plane.

Incident: I attempted to assist him in smoothing the plywood. I suggested that perhaps a wood file could do a better job on that particular type of wood. To this he replied, "Who's doing this, me or you?" I answered, "You, of course, but I'm trying to help you learn the proper use of the tools." He replied, "When I want your help, I'll ask for it."

Mistakes in dealing with the negative behavior: "That's the wrong tone, __________—wrong attitude! I'm simply trying to help you!" To this he stormed out, "I'm leaving! I'm going home! I don't have to come to school!" He then stormed out, mad, and apparently hurt.

I am giving you this for the record, and feel that we should discuss this with Mrs. __________. This attitude has been consistent with this student and he has shown little improvement, even when special effort is made to help him in such personality traits.

Form 43 is a verbatim presentation for a committee meeting in which each pupil-client was discussed. Such areful individual attention is absolutely necessary when dealing with mentally retarded youth who are beginning the rehabilitation process.

Form 43: Minutes of Committee Meeting

The Committee for special class met on Wednesday, March 6, 1963, at the Rehabilitation Center. All members were present and Dr. Frank McMillan, Associate Director of the Project, met with us.

Mr. Davis opened the meeting and the minutes of the last meeting were read. Mrs. Mullins and Mr. Couch then submitted reports on each student as to progress since last meeting.

__________________. Mr. ----- reported that we have had __________ for his second tryout in the shop, and that this is his second week this time. The report for the first week was as follows: Seems to have regressed, needs constant and close supervision, sits idle and disturbs others, childish behavior toward supervisory personnel, some interest in painting, operates drill press and enjoys this, after the novelty of anything wears off, he gets disinterested. __________ is 15. Mr. ----- states that his behavior is inappropriate at times. He tries very hard to please, then "goofs" off. Mrs. ----- states that he thinks the Workshop personnel bosses him too much. He states that "you can't please Mr. -----." Mr. ----- stated that he asked "why" if you tell him to do anything. Tried the first period in the shop to prove himself, but now thinks he is "in." Mr. ----- called for a motion. Mr. ----- said at this time that no services would be of benefit for him, and that maybe age would help. __________ keeps talking about farm work. Mrs. ----- made a home visit. The grandmother and grandfather have influence over him. Grandfather has some farm friends and he will talk with them to get one to take __________ and help supervise him. Grandfather agreed that ________ needs this. DPS placed mother and children just two doors from grandparents. Mr. ----- asked if Mrs. ----- would take him back if he could be placed on a farm. Mr. ----- asked if we could expect a change in time. Mr. ----- says he doubts this. Mr. ----- reported that throughout tests he gave polite, docile answers. Mr. ----- thinks he should not have gotten in the class at 15. Mrs. ----- asked if grandfather does find a farmer who will take him, should he be released to go. Mr. ----- moved that we retain him on roll for remainder of year according to Alabama School Attendance Law, and attempt to work something out for farm work. This was seconded and passed.

__________________. Age 15. Mrs. ----- report shows little progress in reading, some progress in making change, Mr. ----- states that ______ has had two weeks tryout in Shop. Has poor work habits, forgets how to do job. He is nervous—does not seem feasible for Workshop. Age and work habits make it improbable for him to be successful on job. Mr. ----- reports that on tests ________ gave all wrong answers, extremely hostile. Mrs. ----- reports that this week he has been more resentful, has a hard time at home. Mr. ----- asked in looking at cases are we considering any specific types of training that would fit these people. Mr. ----- states we do not look for specifics. Mr. ----- says that the reason they lose jobs is not due to lack of skill but poor attitude. He says that Mrs. ----- class is set up to correct this attitude. Mr. ----- states that________ likes to dig and make things grow. Too much has been expected of these mentally retarded people, too much too soon. Mr. ----- expressed need for a terminal workshop. Mrs. ----- moved that we keep _________ in class. Mr. ----- added that we try him on yard work and shrubbery. This was seconded and passed.

__________________. Mr. ----- says that at the end of the second week he had no absenses, tryout in several jobs showed slow work, wise cracks on occasions, totally illiterate, interest in upholstery, cannot count, definite improvement in overall attitude, quality of work has improved, relationship with others has improved, best worker in class. Mrs. ----- says he is progressing in Classroom. Mr. ----- says he knows the days of the week, and according to the tests, gave fairly normal answers. Mr. ----- moved that we leave ________ where he is. Mr. ----- moved that he go into vocational training in Workshop. He is twenty years of age. Objective placement for non-skilled laborer. Training for better work habits, preparatory to placement. Mr. ----- seconded and the motion carried.

__________________. Has been absent. Very responsible this week. Complains of dizzyness. Mrs. ----- says he does not make mistakes in change, etc. Mr. ----- moved that we leave him pending until next meeting and try to get more information. Mr. ----- wanted to know if he should be kept in the Shop. Mr. ----- suggested that we let clients "want"to go to shop. Motion was seconded and passed.

___________________. Mrs. ----- says that we gave her an address for a nursing home where her aunt works, and her mother said that she did not want her to work in that type nursing but preferred that she work as a nurse in a private home. Miss _________ has let her work in her apartment for several weeks once a week. _________ is now able to do work by herself. Mr. ----- moved that we discontinue working with her. Mr. ----- wanted to know if we have anything to gain by keeping her? _________ has the lowest IQ in the class and the highest chronological age - 22. Seconded and passed that we drop her.

Mr. ----- reported that a 17 year old girl has been referred to the Class—_________ ___________, referred by D.P.S., and went to ----------- School—test administered by Mr. ----- revealed IQ of 74, but he doubts that this is that low. Mr. ----- recommended that she come here on a trial basis. Mr. ----- asked Mr. ----- to talk with her and see if anything can be done for her. Mrs. ----- wants her to be tried out in the Center rather than Class. She is now in Class on a trial basis.

___________________. He is now at work. He was absent four days from Class. Mrs. ----- went out and found that he was working with his father clearing land. After one week in the workshop he did not show up any more. He told his parents that he knows how to do everything they do in the Shop. Mrs. ----- and Mr. ----- plan to go back and make a home visit. __________ was afraid he would hurt Mr. ------ feelings because he got a job.

____________________________. Mrs. ----- wrote letter dropping him. Now he wants to stay in school to finish the semester. Mr. ----- moved that we let Mrs. ----- decide whether to accept him or not. This was seconded and carried.

Next meeting will be set when Mrs. ----- and Mr. ----- feel need. Meeting adjourned.

Forms 44 through 47b are examples of progress reports. Form 44 is a check-type while Form 45 and 46 are narrative reports. Each is useful in the evaluation process. Forms 47a and 47b are examples of memoranda sent a project teacher by the workshop staff. To be useful, such forms must be adapted to the specific setting and personnel.

Form 44: Progress Report

Pupil____ Date____________________________________

Dear Parent:

We try to evaluate______________________ on some qualities which we consider important. Many of the items listed may not apply to your child, but those that are checked do. If you will save this report and compare it with the next one you receive, you will be able to see what progress he is making.

________________________________, Teacher

	Yes	Fair	No	Improving
Good grooming				
Courteous				
Self confident				
Gets along with others				
Nervous				
Annoying mannerisms				
Temper control				
Follows instruction				
Sticks to work				
Precise in his work				
Assumes responsibility				
Timid				
Wants to have own way				
Adequate control of emotions				
Safety conscious				
Mixes with crowd				
Annoys others				
Punctual				

	Yes	Fair	No	Improving
Reading				
Spelling				
Arithmetic				
Comments				

Form 45: Client Description and Progress Report

NAME:______________________________ TEACHER:______________________________

SUBJECT:______________________________ PERIOD:______________________________

____

____________ comes to school clean but a bit oddly dressed at times. He wears western boots and a western belt and enjoys being called "Tex." However, considering his interests perhaps this isn't too unusual.

As a result of living on a farm and working with livestock, he has developed what appears to be a genuine interest. He presently works at a cattle barn in --------- County driving cattle in and out of the auction pen, driving them into stalls, and loading and unloading livestock in general. It is felt that this part time job (Tuesdays only) promotes an interest in one phase of agriculture. There is no doubt but what he enjoys such work and this has direct bearing on attitude and personality development. He can perform in such a job situation adequately and with a feeling of confidence.

____________ has had serious adjustment problems with respect to getting along with others in group activities and with close authoritative figures. The teacher has had to use the "buddy" approach. Whenever the teacher figure becomes clearly focused, ________ rebells. There has been no father image in the home, and he has had no father identification.

His identification with the teacher (or buddy) and his part time job have done much in helping him to acquire acceptable social skills. At this point he still cannot cope satisfactorily with criticism, but on the other hand he no longer initiates arguments and disturbances. One aspect in regard to acquiring satisfactory social and vocational skills needs to be observed and explored—that of working under a detached supervisor, or "boss." The teacher feels that ____________ will accept criticism much more readily from such an individual than he would from the parent or his teacher.

______________ follows instructions which he understands provided he is motivated properly. Although there is some lack of self-confidence, he performs independently and enjoys his work when encouraged and praised by the teacher. ______________ had a tendancy to exaggerate the truth into something more. Because of this he has been named "Pinocchio." His exaggerated "truths" oftentimes lead him into conflicts with other members of the class. Also, he is just a wee bit dishonest in money matters.

______________'s grade levels in reading, spelling, and arithmetic are as follows:

Reading	Grade 4
Spelling	Grade 3
Arithmetic	Grade 4

______________ completed the ninth grade at the -------- High School in -------- and has expressed a desire to go into some phase of agricultural work.

He has no apparent physical defects; in general, his health is good.

Form 46: Progress Report

____
Date

From: OVR Special Class

To: Mr. ------ ------, Rehabilitation Counselor

Name:______________________________

Date Entered Class:__________________

I. Description of the Individual and Significant Medical Data

__________ is a thin rather attractive brunette. Her grooming habits and clothes do not do her justice as they are far too grown-up and often represent bad taste. She needs some careful guidance in application of make-up and clothes selection. She very rarely brings her lunch, drinking only a Coca-Cola for her lunch. She does not want to "get fat" and takes great pride in her slimness which really amounts to almost malnutrition. She also does not like to wear her glasses, feeling that they detract from her looks. She was previously enrolled in the 7th grade at ----- Junior High but dropped out of school several weeks before coming to the class at --------. She was tested on November 19, 1962, and obtained a score (IQ) of 79. Available medical data show that __________ has no gross physical handicaps. She does have an eye defect and has little vision in her left eye. No exact medical records are available as yet but the mother said that Dr. -------- at Tindell first treated her in 1961. At that time they said that there was a possibility that she might lose her vision in the other eye. She does wear glasses but an examination by Mrs. -----, the Health Nurse, revealed that the present glasses she has are not adequate. Arrangements have been made for the mother to have her eyes tested at Ft. Benning in February and report back what they find. It has been previously stated that __________'s eating habits are not good and that she might be anemic. No recent physical examination data is available.

II. Home Situation

__________ lives with her mother and older sister who has been married but is now divorced. Her father was killed June, 1951, while in service. The mother is not remarried. They receive a government check. The mother does not work and is in bad health. She states that she has thyroid trouble and is going to have an operation soon. __________ says her mother stays in bed all the time. She goes to the doctor at Benning or Ft. Rucker practically every week. __________, the sister, has a job in production at Budd Cigar Factory. The mother does not have any control over __________. She is allowed to do pretty much as she pleases. It appears that Mrs. ________ is so preoccupied with her own physical condition that she makes life center around herself as much as possible. The general home environment is one of conflict and bickering. There has not been much done to establish moral training and as a result ________ has some very immature ideas about marriage, responsibilities relating to other people, etc.

III. Social Adjustment

__________ is a very immature girl. She feels a desperate desire to be liked and to be accepted by other people but does not know how to go about making friends and creating the "right impression." As a result, her behavior is often "giddy" with an attempt to flirt with any male who comes along, old or young. Her relationships with the other girls in the class consist of trying to make an impression of how many boys she has dated, the places she has gone, the kind of clothes she likes and how she knows all the new dance steps. She puzzles the more immature boys in the class by fluctuating between extreme interest in them and then complete indifference. Probably the absence of any father image in her life plus ________'s unsuccessful marriage has contributed to this immature attitude and role that she plays with any male. An attempt has been made to give some rather directive counseling in this area. She needs much more of this and a little more time to achieve a mature and responsible outlook on life.

IV. Academic Assessment

__________ reads on approximately 4th grade level. She does arithmetic on approximately 3rd grade level and writes a very nice hand.

V. Possible Vocational Interest and Aptitude

__________ works well with her hands and is quite creative in handicrafts and in making of charts, puppets, displays, etc. She has an artistic touch. She is interested in sewing, cooking, working with flowers and general homemaking jobs. She is a fast and steady worker. She generally is highly motivated and performs her tasks in the classroom without too much assistance or urging. She has no particular vocational goal. In fact, as we study new occupations she says each time she believes that she would like to do that job.

This, of course, shows her level of immaturity. She needs many more social experiences and opportunities which show her how to handle herself in a social situation. She needs much counseling in proper habits of grooming, making decisions and abiding by them and in understanding of her own feelings.

Form 47a: Sample Memoranda to Teacher

Date: ______________________________

To: ____________________________ Re: ____________________________________

From: Project Staff

This boy presents a nice personal appearance. He seems somewhat nervous and has a noticeable speech defect.

He has shown some ability to carry out an assignment in the workshop without requiring too much supervision.

However, when directions are given he has a difficult time following through with them and must be reminded to do something several times.

His work habits seem to have improved since he was last in the shop and his attitude toward work is better.

We cannot recommend anything particular for this boy at this time and would like to work with him further.

Form 47b:

Date: ______________________________

To: ____________________________ Re: __________________________________

From: Project Staff

This boy has not been in the workshop under the new plan. Previous tryouts showed an extremely immature boy who is quite proud of and content with the part time service station work with his family.

When in the shop he complained of shop conditions such as working close to the saws, and the loud noises aggravating his asthma.

While we are willing to try him out again we feel that further shop experiences would be of little benefit to this boy.

His immaturity and limitation would make it most difficult for this boy to enter the labor market and his present family service station work seems to offer him the best type of employment.

Forms 48a and 48b are examples of letters sent to parents to communicate specific kinds of information.

Form 48a: Advisory Letter to Parents

-------- Rehabilitation Center
---------, Alabama

Mr. and Mrs. ________________________
---- --------, Alabama

Dear Mr. and Mrs. ______________:

_________ has expressed a desire to withdraw from the class to become a full-time service station attendant at such time as you open your new place of business.

I took this matter up at the recent meeting of the committee on Admissions and Dismissals of the Research and Demonstration Class. This committee thought that the training which you parents give your son in helping him assume responsibility in running the business will be worth more to his future than for him to remain in the classroom beyond the opening date of your new business.

_________ has made progress in making change. He counts money very well. With much practice and patience (with himself) he is going to give service that you will be proud of. He has a fine attitude toward all members of the class. He plays no favorites.

It has been a real joy to me to have ________ as a member of the class. I shall look forward to seeing him from time to time on the job and doing good work on the job.

Thank you for the opportunity of working with your son.

Sincerely,

----------------------, Teacher
Research and Demonstration Class

Form 48b: Follow-up Letter to Parents

Date

Dear Mr. and Mrs. ___________:

In answer to your request that _________ continue another year in the class, I would like to call your attention to the letter sent you January 28 of this year in which I stated that it was our opinion that _________ has done all the work of the class and his greatest need now is to have opportunity to use his abilities to the fullest extent.

Again, I wish to tell you how very much I have personally enjoyed working with _________. He has high principles of conduct and I feel that with his keen sense of right and wrong, he will be a worthwhile citizen in his community; and a definite asset in your business.

Sincerely yours,

---------------------, Teacher
Research and Demonstration Class

Forms 49, 50, and 51 are samples of final reports on pupil-clients. Form 49 includes data on a youth who was referred as retarded but who was found to be within the slow-learning range after assessment. This youth was referred to the rehabilitation counselor for placement. Form 50 concerned a girl from an isolated rural setting. The form is self-explanatory. Form 51 indicated that a youth left to get sub-marginal employment against the recommendation of the evaluation team.

Form 49: Final Report

----- REHABILITATION CENTER
-----, Alabama

FINAL REPORT

DATE: ______________________

TO: Rehabilitation Counselor

RE: --------------
Age: 17
Disability: M. R.

FROM: Evaluation Team

Date terminated: ______________
Date entered: ______________

This student-client attended the --------------------- Center for vocational evaluation for approximately two months. Client experienced a variety of new work experiences in cooperation with the OVR-R and D project special class. Client made a favorable impression on staff and was cooperative during the evaluation study.

Work Areas

1. Clerical and Sales: Student-client had his greatest success in most activities dealing in this area. Client can be expected to handle mathematics on a sixth grade level at this time, with consistency. Correct recording of sales tickets or orders should not offer too many problems to this student-client, if proper instructions are issued in the method of doing this. Client is able to handle several variables in a working situation. Reading level is considered slightly above the sixth grade level, but could improve once a need is established for learning. Student-client has a good personality with rather persuasive mannerisms. These traits would be favorable qualities when considering jobs in this area. Client consistently functioned higher in verbal situations, rather than in performance areas. Student-client consistently showed interest in this area.

2. Skilled: Client showed no interest in areas that required working with things and objects. His evaluation in the performance areas was greatly affected by lack of interest in situations that required working with tools. Student-client has average finger dexterity and hand coordination, and is capable of handling most hand tools properly for fine or gross work. Fine work could be compared to tools commonly used by watch repairmen and gross work to auto mechanics. Client has good concepts of mechanical situations.

3. Work Traits: Client was regular in attendance and punctual in the working situation. Personal grooming was always acceptable and consistent during the evaluation study. Student-client has very good peer relations, which could be accountable for the outgoing and persuasive manners. Student-client accepted supervision from the staff and sought help when necessary. Student-client was attentive to his work and always did what was required. In general, his work habits are well established and favorable.

Psychological

Student-client could be considered to rank in the "dull-normal" range of intelligence, according to tests designed to measure this ability. Client could be considered to function higher in those areas that meet his interests. Student-client shows no personality problems that would interfere with successful employment.

Conclusions and Recommendations

Client consistently did acceptable work in areas dealing with clerical or sales. With on-the-job limited training in this area, it is felt that he would be able to successfully compete in jobs along this line. General counter salesman, retail selling, hardware selling.

Form 50: Final Report on Pupil-Client

On Monday afternoon, March 11, the teacher made a home visit to notify the parents that the Admissions and Dismissals Committee had released _________ from class at its meeting last week.

The mother expressed regret but stated that she realized the time would come when she would be released from school. The mother stated further that she had worked to keep her in school as long as she could because she dreaded the long days ahead for ___________. From____________'s home to Trade School is 13.2 miles. The mother then spilled the pent-up feelings of her own when she added "long days of boredom."

The teacher brought a challenge that there was no reason for a state of boredom to exist when ________has ability to do so many things on her own; and a great many others with extra support from her family. Teacher asked mother if she expects as much of ________ as she can do. Make grocery lists, make change, she can take many responsibilities. As mother and teacher planned for ________, several activities were discussed:

Baby-sitting here at home
Learn to drive the car to be of more help to mother
Accept more responsibility at home
(1) _____set own alarm in order to get up to prepare breakfast
(2) Keep house, porch, yard more orderly without being told to
(3) _____is a good "reminder"
(4) Helper at home beauty shop
(5) Fold or iron and put away laundry
(6) Gather eggs and keep record
(7) Help with marketing
(8) Read recipes and follow to make new menus

Form 51: Final Report on Pupil-Client

__________ joined the class from a regular 7th grade in mid-year of the first year of the Project. Nothing but good reports came from the workshop from the beginning to the end of his work.

The committee put this boy into Work Adjustment Center full time. During the first week in the new set-up, he withdrew on his own accord. A home visit showed that he felt that he already knew what they were having him do there. So he got a job with his father as helper with a bulldozer operator.

Work experiences: This boy came to the class with a background of experiences with his father. He helped rebuild a church building with blocks. He did carpentering, road work, farming patches of their own plus hiring out to the neighbors in farming, work on car. He helped clean up ground as a helper on a bulldozer.

His father was called back to his job at the Steel Plant. ________ left the bulldozer job because the boss talked bad to him. He also stated that he didn't like "stooping work." Since that time he had a half day of work in a mechanic shop in Jacksonville. He looked for work in a cotton mill in Piedmont, also for work at a tractor place in Piedmont. The boss was gone. The day of the teacher's visit, __________ had gone to look for work.

The teacher requested the mother to relay to him the fact that the work adjustment training center is open to him at anytime he needs it. The supervisor requested the teacher to send a letter the last week of school to request _______ to come in to see him.

The entire staff fell that this individual needs more training toward adjustment while _________ feels that he is ready to get work on his own already.

Form 52 is a reproduction of the referral and appraisal form used by the Alabama Rehabilitation Service.

Form 52: Vocational Rehabilitation Referral and Appraisal (Confidential)

Name____Birthdate______________Race__________Sex__________

Address____Phone________________Grade________________

Cause of Disability____
(i.e., trauma, infection, toxic agents, genetic)

Name of Intelligence Test Utilized____Date________________

M.A.____________C.A.____________I.Q.____________Verbal IQ__________Performance IQ_____Full Scale___

Other Disabilities____
(i.e., speech, cerebral palsy, polio, epilepsy, orthopedic, visual)

Use of hands: Poor______________________Fair______________________Good______________________

Weight______________Height________________Family Physician_______________________________

Father's Occupation________________________________Mother's Occupation________________________________

Occupation of Other Relatives____

Actual Grade Level Achievement in Reading_______________Arithmetic________________Spelling___________

Special Interests and/or Hobbies____

Work Experience____

Parents' Goals for Client______________________Client's Vocational Goal______________________________

Parents' Approve Referral to Division of Vocational Rehabilitation: Yes_____________ No _____________

Source of Referral____
(Name and address of referring organization and official)

Referred to Vocational Rehabilitation Counselor______________________________Date_______________

Since you know this individual as well or better than anyone else, your appraisal of this client would be most helpful to the Vocational Rehabilitation Counselor making a vocational evaluation. Please rate the following factors of personal, social, emotional, and pre-vocational adjustment as they compare with an average person of the same chronological age.

		Poor	Fair	Good	Evidence
A.	PERSONAL HABITS:				
	1. Hygiene				
	2. Appearance				
	3. Dress				
	4. Grooming				
	5. Care of Clothing				
	6. Posture				
	7. Poise				
B.	ATTITUDES:				
	8. Toward Parents				
	9. Toward Siblings				
	10. Toward Peers				
	11. Toward Authority				
	12. Toward Tasks				
	13. Toward Criticism				
C.	SOCIAL SKILLS:				
	14. Relations - Same Sex				
	15. Relations - Opposite Sex				
	16. Acceptance in Groups				
	17. Courtesy				
	18. Speech				
	19. Carry on Conversation				
D.	WORKER TRAITS AND SKILLS:				
	20. Places a Value on Work				
	21. Sustained Effort				
	22. Motivation—Desire to Achieve				
	23. Working to Capacity				
	24. Dependability				
	25. Punctuality				
	26. Honesty				
	27. Truthfulness				
	28. Cooperation				
	29. Corrects His Own Mistakes				
	30. Sense of Accomplishment				
	31. Ability to Listen				
	32. Following Directions—Oral				
	33. Following Directions—Written				
	34. Following Directions—Demonstrated				

	Poor	Fair	Good	Evidence
35. Complete GSES Application				
36. Travel Independently				
37. Giving Directions				
38. Tell Time—Half, Quarter				
39. Make Change				
40. Use a Telephone				
41. Use a Ruler				
42. Use a Weighing Scale				
43. Read a Map				

E. EMOTIONAL STABILITY:

1. Indications of acceptance or rejection by parents____________________

2. Indications of overprotection____________________

3. Indications of dependency on teacher, fellow students or parents____________________

4. Which parent does client prefer?____________________

5. Which parent administers punishment?____________________

6. How does client compare with brothers and sisters?____________________

7. Indications of aggressiveness. (Check any of the following): Temper out-burst_______, Kicking, biting, and teasing others _______, Bad language_______, Tearing things apart_______, Talking too much_______.

8. Indications of hyperactivity. (Check any of the following): Moves about too much_______, Jerking_______, Etc.____________________

9. Does client have a close friend of the same sex?____________________

10. Does client have a close friend of the opposite sex?____________________

11. Indications that client tries to improve on or detract from what had been done.____________________

12. Indications of self-confidence or the lack of self-confidence____________________

13. Indications of Concentration. (Is not distractible)____________________

14. Frustration Level. (Does client give up easily?)____________________

F. PLEASE ATTACH COPY OF PSYCHOLOGICAL EVALUATION REPORT IF AVAILABLE.

G. ADDITIONAL COMMENTS. (Please use the remainder of this page and the back to elaborate.)

Forms 53 and 54 are examples of employer's and supervisor's reports. Form 54 is a report of an interview with the supervisor of a girl in work-adjustment training.

Form 53: Evaluation from Employer

Name____________________ Date____________________
Employer (evaluator)____________________ Place of Employment____________________

Mr. Smith, the manager, reports that customers comment on __________'s efficiency, good manners and pleasing personality. He further states that this employee is most cooperative, steady, prompt, and hard-working.

______/s/________________________________

Form 54: Interview with Student's Supervisor in Observation/Training Situation

Name:_______________________________

Employer: Mrs. -------

Date:_____________________

Copy of Notes on Information from Mrs. ---------

_____________ cannot cope with older children. None of the children have noticed the speech difficulty except one child. The older children will not identify. There is one child with a speech impediment who identifies with her. Some days she will come in and take hold, other days she's listless. She did learn to follow through on tasks. She helps children work out puzzles. Some days she wants to play teacher. She works the record player for the teacher.

She would take the four younger children and play with them while the five year olds were doing worksheets. One day she was supposed to be playing with them and she was curled up on the glider reading a book and letting the children do as they pleased. Mrs. ------- suggested that she might be getting bored.

It was suggested that her attitude was much calmer than it was at first. Was awfully tense when she first came, anything new threw her.

Many procedures outlined in this section overlap procedures discussed in "Evaluation Procedures." Forms are not reproduced again in this section but procedures using them are implied in the narrative.

Job Training and Placement

No pupil-client was placed in a job training situation or in a permanent job without the complete evaluation and concensus of opinion of the classroom teacher, workshop manager and rehabilitation counselor. That team approach was used throughout all projects beginning with acceptance into the class and following through on evaluative procedures to final job placement or dismissal. A sequence of activities began with (1) classroom evaluations, (2) continued through work experiences within the shop, (3) evaluations within the shop, (4) on-the-job training, and (5) job placement. When a pupil-client was ready for vocational consideration, the director of the workshop, liaison rehabilitation counselor, and classroom teacher evaluated the individual on the basis of all records to determine whether the pupil-client was to be placed in a job-training position or in a permanent job placement. If a sheltered workshop were available, that was a consideration for those individuals severely handicapped and who could not be expected to remain in other employment.

Vocational and personal counseling, job placement, and follow-up evaluations were the responsibility of the rehabilitation counselor. Periodic case reports were made from the time the pupil-client began project classroom and facility evaluation procedures until the pupil-client was placed in permanent employment and the case was rehabilitated or closed. Copies of reports were forwarded to the project teacher and director of the facility/workshop. After receiving final reports from the workshop director and teacher, the rehabilitation counselor evaluated those reports and from that point directed the client toward a vocational objective. The Vocational Rehabilitation Plan was made which considered either direct placement, additional adjustment, on-the-job training, formal training, or dismissal. At the time an Admissions Committee determined that a client would be admitted to a project class, the rehabilitation counselor interviewed the prospective pupil-client and obtained required information rehabilitation participation. That included a general basic medical examination and a financial statement. The rehabilitation counselor was responsible for seeing that further psychological evaluations were obtained where necessary as well as vision and hearing evaluations. The latter were completed by physicians with specialties in those areas.

The project teacher made periodic reports concerning the progress of each pupil-client. Copies of those reports were filed with the rehabilitation counselor and director of the facility as well as within the permanent record folder of the pupil-client. Progress reports were prepared periodically. Reports were based upon information obtained from case histories, observations, and evaluations which considered personal habits, attitudes, personality traits, work habits, and educational progress in skill or tool subjects and any physical handicaps as well as social adjustment. Communication and articulation among personnel, both verbal and written expedited assimilation of information as well as its practical application and use.

In most instances the rehabilitation counselor was responsible for follow-up evaluations after job placement. Occasionally the classroom teacher assisted and in a few cases the workshop director made the follow-up checks. If the counselor decided that a pupil-client needed additional evaluation in the classroom or workshop, he was so placed after consideration by the teacher, counselor, and shop director.

After job placement, the rehabilitation counselor continued the follow-up for a minimum of three months. Conferences were held with the supervisor and/or employer, employee/pupil-client or with both simultaneously to determine whether or not the client was adjusting on the job and if the employer was satisfied with the work of the pupil-client. If satisfaction was obvious, the case was considered closed.

Forms 55 and 56 are examples of the kinds of reports used in job-training and placement. Form 55 is a verbatim report from an evaluation team to the local rehabilitation counselor. Form 56 was a check sheet given to an employer when a pupil-client was placed in a training situation.

Form 55: Report by Evaluation Team to Counselor

MEMORANDUM

To: Rehabilitation Counselor

Re: ___________, __________
-------- County

From: Evaluation Team
_________________, Director

_______________ entered the Center on October 14 and was terminated December 14. He was in attendance for eight full weeks, and during this time was present everyday. For several days he was the only client enrolled in the Evaluative Department; therefore, a great amount of individual attention was given to him. He, being the first client to go through the Evaluation Center, went through almost every area. However, it was felt that from the beginning this client may not do well in all the areas that were available to him.

His attitude toward the program was very good. When he came in in the mornings he came in with a smile and in a mood of readiness when he arrived at the Center. As was stated earlier, his attendance was perfect and was always on time.

This client came well dressed, properly, groomed, and in talking with him, it was soon evident that he had a good home environment or good home training in that his manners were very good.

WORK AREAS:

1. Clerical:
    a. Basic and business arithmetic. This client was below average in quality of work and below average in performance rate. In the business arithmetic area he rated inferior in that he could not work with the fractions and per cent.

    b. Filing. This client could separate the cards according to the a, b, c,'s but when it came to getting them in correct order in their particular letter, this client rated below average in performance and below average in quality.

    c. Use of a telephone directory. This client rated average in the quality of work in the telephone in that he had to look up fifty names and these were looked up correctly and his performance rate was very much below average and it took him one whole day to look up those fifty names.

    d. The electric adding machine. This client did very good in this area and with some basic instruction this client was able to add, subtract, and multiply. However, this client did not gain too much speed in that he did not stay on the machine long enough. However, he did rate average in this area.

e. Change making. This was one of his better areas of evaluation in that he could count money. He was given the opportunity of making change and counting it back to the instructor. This was correct in most instances but the process was a little slower than that necessary for working in such an area. However, by the use of the adding machine in connection with making change this client could do it at a rate that would be equivalent to the average individual so we gave him a rating of average in change making with below average in performance rate.

2. Sub-Professional and Managerial:
   a. Business enterprise. This client was given a great amount of attention in this area in that several evaluations were to take place in this area. He was put in charge of the little business enterprise at the Center where he had to keep the drinks, ice cream, and the store straightened up. He also had to sell at the recess and lunch hour and make change in this. Also, he had to fill orders on a sales book and give correct change as indicated in the project. This client rated average in the areas of business enterprise.

3. Skilled and Semi-Skilled:
   a. Measuring (ruler). This client rated an inferior on the use of the ruler in that he was not able to determine the different break downs on the ruler and in measurement. It was felt that this inability would affect him in a good many areas of which he would be taking part.

   b. Woodworking (handtools). This client was evaluated in the area of use of the square, saw, coping saw, hammer and nails. He never really understood the use of the square. In the first place, he couldn't use the rule of which he had been evaluated in an earlier area. With considerable difficulty he was able to square boards then when he came to the sawing process he definitely could not follow a line and then the board would be cut at an angle rather than square as should have been according to the square. In the use of the hammer he rated very well. This client was given several patterns to cut out with the use of the coping saw hoping that eventually he could get on the power scroll saw but this client could not master the hand saw, therefore, we hesitated putting him on the other saw which would be more dangerous.

   c. Machine operation. This client was evaluated on the industrial type machine in that he had to follow various patterns as was marked on the paper. This client was given an opportunity to practice before starting the actual evaluation. In following straight lines this client seemed to do very well but when he got into the more complicated patterns then this client rated inferior. Over all in the machine operation the client rated below average.

   d. Mechanics. This client rated inferior in mechanical evaluation. He broke down a gas lawn mower motor and was never able to get it back together. He could not remember the name of parts after they were discussed and pointed out and reviewed with him.

   e. In package wrapping department. This client rated below average in quality of work and average in performance rate. He could wrap the packages very well but was not neat. The paper was not too tight; however, he could address the package. He had trouble with the weighing and figuring postage on his package.

   f. Plumbing. This was the client's better area in that he could cut the pipe, ream the pipe, thread the pipe, and he could do everything step by step according to the plan with the exception of measuring. He did master the threading device in that he had to change heads to fit the various size pipes. This he could do very well. We thought this was one of his over all better areas of the entire evaluation, with the exception of measurement.

4. Service:
   a. Janitorial: This client was evaluated in the area of sweeping and general clean-up. Part of this was in the evaluation area and the other was in the shop area itself. This client did a good quality of work in this area and his performance rate was very good. Another area that this went along with was in the area of Service Station Attendant in that he washed windshields, checked oil, batteries, etc. However, he did not seem to like this and his cleaning of the windshield was not good. This client liked the vacuum cleaner better than any other instrument in this area.

PHYSICAL:
This client is not handicapped physically in the least bit. He is very strong and has good dexterity so long as there is not too much thinking or too many movements involved. His physical abilities certainly will not hinder him in performing any job that he can get. It is thought that his farm background might have something to do with this good strength that this client has.

PSYCHOLOGICAL:
It was agreed by this team that the psychological information received on this client seemed to be in line with our thinking. He is mentally retarded but educable, which was indicated by the Weschler Adult Intelligence Scale. On the Wide Range Achievement Test he scored an average of fourth grade, second month. This would be in line with the other psychological ratings received. It is felt that what this client does learn stays with him fairly well. It is believed that this client works to the very best of his abilities at all times, though his attention span is not as long as might be expected. This may handicap this client in a number of ways. This client likes to play or work with machines that have working parts, such as an electric typewriter, adding machine, sewing machine, and vacuum cleaner. This would also relate to his mental age level.

SUMMARY AND CONCLUSIONS:
1. This client was always neat and clean in appearance, always prompt, and on time. He seems eager to get started in the morning and usually started back to work before the lunch hour was over.
2. It is felt that this client does work to the best of his ability.
3. It seems that he works better under the direct supervision of someone else than being left to manage on his own.
4. His attention span is not very long but it is felt that this goes along with his mental age.
5. This client does not take much pride in his finished product. He seems to be in a hurry to complete whatever project he is working on rather than trying to do a real good job with the finished product. However, he does take constructive criticism well and tries to do a better job after being pointed out that he has made a mistake or could do better if he would try a little harder.
6. He does have good use of his hands and there is nothing lacking in physical abilities, so long as the process is not too complicated, this client can perform them at a good rate.

RECOMMENDATIONS:
1. That this client obtain employment of such type that he will work directly under someone else's supervision, and a type of work that is active and one that has a variety of movements rather than just repetition of the same movement. Some examples of this work would be as follows: a. working on a drink truck, b. bread truck, and c. other areas of that type as a helper.
2. A package boy in a grocery store, one who could carry out the groceries, and also would make a very good stock boy in that he does this type work neatly and has the strength necessary to perform this duty.

Form 56: Check Sheet Given an Employer When a Pupil-Client is Placed in a Training Situation

Student's Name____________________ Place of Employment____________________

Date of Grading Period____________________ To____________________

	Yes	No	Sometimes
Does he report to work on time?			
Does he come regularly to work?			
Does he telephone if late or unable to report to work?			
Does he get along well with fellow employees?			
Does he work without wasting time?			
Can he take constructive criticism and benefit by it?			
Is he clean and neat in his appearance?			
Can he work without supervision?			
Does he finish a job he has started?			
Does he find work to do without being told?			
Does he use equipment carefully?			
Does he clean and put away equipment after using it?			
Does he use the telephone only for business calls?			
Is he neat in his work?			
Does he follow directions?			

	Yes	No	Sometimes
Does he accept jobs assigned him without complaining?			
Is he cheerful and pleasant on the job?			
Does he take his work seriously?			
Is he the kind of employee that you would like to employ permanently?			

What other suggestions do you have for helping this student to be a better employee?

____
(Employer's Signature)

Pupil-Client and Parent Counseling

This phase of the program was begun prior to placement of a pupil-client in a project class through initial home visits by the counselor, teacher and in some instances by the workshop director. Periodic home visits were made by the rehabilitation counselor, workshop manager, and project teacher. Visits were made more frequently when necessary. Specific assumption of responsibility for counseling with a particular parent or pupil-client was decided by the team and the individual who seemed best suited to discuss the situation served as the counselor.

The total counseling program considered pupil-clients, parents, and employers. Counseling of pupil-clients and parents was done individually and in groups. Group counseling of parents was influenced by factors such as employment hours, transportation facilities, and availability to designated meeting places. The plans varied from project unit to project unit and included (1) monthly afternoon meetings, (2) a designated night of each month, (3) a designated night every three months, and (4) a nine weeks initial program. Meetings centered around problems which pupil-clients might present within the classroom, within the facility, personal problems, job possibilities, and other pressing areas. Other than the rehabilitation counselor, workshop manager, and classroom teacher, additional professional personnel were used. Those included physicians, psychologists, occupational and speech therapists, guidance directors, and school nurses. All community agencies were considered and used when needed. Attendance at counseling sessions was voluntary in most instances, but in some situations attendance was mandatory.

In each project the counseling process was an integral and inseparable function of the total program beginning with orientation and initial home visits and continuing until the pupil-client was placed on job training or employment. No pupil-client was dismissed without specific counseling of the clients and the parents as to reasons for dismissal and the possible future plans for the client.

Reproduced below is a summary of a conference series:

Mother and father consulted with counselor and teacher in November. They stated that Dr.______, neurologist, Birmingham, advised that he be removed from high school immediately. Parents stated that he had lost interest and cried each morning before going to school.

Teacher realized parents were unusual and that client had been given a good background-culturally, educationally, and spiritually. He had been taught responsibility and, as a result, was independent and needed to be motivated.

__________ entered class in December. Orientation responsibility was assigned. Since client had been given projects at home on farm for making money, parents were anxious for him to learn how to handle money.

Client showed maturity, but was "sloppy" in work assignments and rather resented the fact that he was in a class with retarded members, as stated to me by mother. However, the mother, a teacher, worked very closely with the teacher in order to change those ideas.

Client began by February to improve and show definite signs of progress. On February 8, mother visited teacher and stated that "she could not believe that it was possible for ______ to learn how to divide, multiply, write so neatly, and want to read; that he was even reading Times and Geographic at home. During the supper hour he discussed latest news and every night dashed out to find daily newspaper to read. Also, his father was greatly amused when __________ advised him about local civic affairs and asked him to spell certain words."

After three months' instruction on money in classroom and workshop, client was evaluated in workshop and report showed that client had successfully tabulated records and cashier report in the workshop snack bar.

Mother continued to be happy in ___________ progress. Cooperated in all activities and helped with field trips. Work sent in every six weeks returned with a note of appreciation signed by parents.

Last of April, mother visited teacher and said she was real worried over _______ for he wanted to quit school. Father whipped him but next day made him come. Teacher had noted that he seemed worried in classroom. Mother stated that he had been taken to doctor and advised by him to take ________ out of class. Teacher immediately tried to get to real reason but mother stated that it was not classroom but workshop that ________ was not in snack store but assigned to jobs in which he had lost interest. Mr. _______ was called in to talk with mother.

Teacher recognized fact that _______ had to be given responsibility so a plan was worked out with mother for a trip to __________ _____, his home, where he would be given the responsibility for arrangement of tour and barbecue. Mr. ______ advised the mother that ______ would be placed back in store.

May: _________ very happy; wants to return for ensuing year.

A second approach to the counseling procedures is presented. Stress is placed that each team must develop a situation in which they may function comfortably.

Parent. The rehabilitation counselor made the first visit and responsibility then was given to the teacher. The teacher made an informal visit to get acquainted. A leisurely atmosphere was maintained. Attempt was made to get reactions about many things without asking questions. This type visit yields much information. Many problems were solved by parent's own decisions.

It was made clear that the class and the shop were open at all times. They were welcome to come and sit in class sessions. Several parents took time to do that.

Most parents brought and picked up their son or daughter. That way teacher and parent saw each other every day or so. They came in the class, if they were early.

Each report on a pupil-client's progress was concluded with a comment and a request. Those cleaned up many of the problems. That teacher made it a point to ask the parent if they had a suggestion or idea that would help her reach the youth. She wanted them to feel as much a part of the venture as teacher and shop personnel.

Follow-up visits were made before the visit for case history completion. The information received on that visit was much more satisfactory if an informal contact had been made previously. The parent was helped to understand that the teacher was ready to discuss the youth at any time. Several made visits on their own, to talk about the youth. When they took that kind of interest, the teacher found better understanding.

Pupil-Client. No specific attempt was made to separate parents and student. What affected one, affected the other. That teacher liked for the student to hear her talk with the parent, not wanting the student to feel left out. Certainly, there were times that couldn't be done. Counseling was done in the classroom. Many of the things that need discussing applied to most pupil-clients. In group discussion, the student learned to be tolerant of each other. That teacher felt tolerance was a very important step in growing up. When one student needed help, she found a time and a place, without being obvious. If she couldn't handle the situation, the counselor and manager were always ready to help. Students should be counseled with and prepared for a class through the year prior to acceptance.

A third format for counseling is presented to demonstrate how parent-teacher counseling was handled, as differentiated from client-teacher counseling. In the approach to pupil-client-teacher counseling, the orientation process to the workshop may be noted specifically in Forms 28a, 28b, and 28c in the "Evaluation Procedures" of this Chapter.

Parent-Teacher Counseling.
Orientation:

A. Parents are introduced to teacher by counselor and a tour of the Rehabilitation Center is made including classroom prior to enrollment in class. Purpose of the Special Education Class and its program is explained by both teacher and counselor.

B. Parents are given an appointment with teacher to talk and give case history of the client one week prior to enrollment in class; very necessary and very, very important. Purpose again stated and that the client is to receive evaluations both in class and workshop. Further, that client is not necessarily placed on job immediately simply because he is an enrollee of the class. This is very important for parents seem to think client is ready for employment and "wonders" can be accomplished without any effort on the parents' or youth's part.

It is the responsibility of the teacher to stress the fact that the youth can establish good work habits, make progress in academic subjects, acquire skills for job placement, and develop emotional maturity.

Techniques for Parent Counseling:
1. Visit to home one month after client's enrollment
2. Letters written every six weeks
3. Phone calls—if there is any indication of deviation from behavior pattern, signs of physical or mental disturbances
4. Parents encouraged to visit teacher. Door to classroom is always open from 2-3:30 p.m.
5. Daily work over a period of six weeks placed in folder with understanding that parent review his child's work and indicate his approval or disapproval of such work by parent's signature, stating what he thinks of child's work
6. Cooperation encouraged by parent's participation:
   a. Open-house twice a year
   b. Parents furnish transportation for field trips
   c. Birthday parties by parents
   d. Civic Christmas entertainment with class putting on Christmas story. Parents aided in transportation for class and securing costumes.
   e. Tea for mothers
   f. Teacher invited to "coffee hour" in neighborhood

Teacher and Rehabilitation Staff:

The counseling with parents and clients is discussed weekly with Rehabilitation Staff. Director of Center is in very close touch daily with class and is cognizant of all problems. Evaluators in workshop, daily discuss with teacher any existing problems and work very closely with the teacher; counselor works very closely with teacher and rehabilitation staff and is often called in on a consultation meeting with parents.

The findings of the staff and teacher are reported monthly at the screening committee meeting.

Client-Teacher Counseling.

Orientation:

1. Client is given paper on the Rehabilitation Center's physical set-up, purpose of class and workshop, rules for behavior in building, and welcome to the Center.

2. Teacher assigns two members of class to act as "big" brothers.

3. Teacher encourages client to talk about himself.

4. Teacher, although school records have been reviewed, begins with very simple arithmetic problems and reading materials in order to determine his abilities and to encourage a relaxed atmosphere.

5. Teacher is alert to any behavior problems or physical changes. Parents are notified.

6. Within a week, client begins to show signs of relaxation and is accepted by class as part of the whole set-up. Then he is given responsibilities by both teacher and members.

7. Criteria for measuring good work habits begins. Even class members inform him that "You can't get by in this class."

Reporting to parents may be one of the most effective approaches to parent-counseling. Forms 57, 58, and 59 are examples. Form 57 seeks to "involve" the parents, while Form 58 indicates involvement on the part of the teacher. Form 59 was used to continue and nurture parent involvement. Form 60 shows an informal report to parents, used to continue established relationships.

Form 57: Parent Report

Dear ________________________:

So that you might know the progress of your son/daughter in the project class, we are sending you a report of his/her work. We hope you will notice and praise him for the things that he is doing well. We ask you to encourage and give him help in the areas in which he is not doing so well. These reports will be sent to you each six weeks so that you may compare them and see his progress.

Sincerely,

Grading Scale: A-Satisfactory B-Fair C-Needs Improving

Personal Habits

1. Appearance ____
2. Good grooming—cleanliness, etc. ____

Attitudes and Personality Traits

1. Toward authority ____
2. Toward criticism ____
3. Toward co-workers ____
4. Self-confidence or self-reliance ____
5. Obedience ____
6. Shows respect for others ____
7. Gets along with others ____
8. Shows self-control ____
9. Realizes his limitations ____
10. Courteous ____

Work Habits	In Class	In Shop
1. Follows instruction	____	____
2. Sticks to task until completion	____	____
3. Gives up easily	____	____
4. Dependable	____	____
5. Begins task on time	____	____
6. Truthful and honest	____	____
7. Works well with others	____	____
8. Does best work at all times	____	____
9. Obeys safety rules	____	____
10. Puts tools away	____	____
11. Listens well	____	____
12. Muscular coordination	____	____
13. Works independently and/or in groups	____	____

Form 58: Teacher to Parent Report

NAME____ DATE____________________________

Dear Parent:

As a teacher, I try to observe many things about my students. This helps me to do a better job for them. All items may not apply to your son or daughter, but those you find checked do.

Good Fair Improving

Good Grooming____

	Good	Fair	Improving
Obedience			
Gets Along With Others			
Sticks To His Work			
Controls His Temper			
Depends On Others			
Has A Sense Of Humor			
Good Relation With Teacher			
Works Well With Others			
Follows Instructions			
Puts Away Materials When Finished			
Interested In His Accomplishments			

Teacher Remarks:

Form 59: Parent to Teacher Report

Date______________________

After attending the Special Class, what do you observe about your child concerning the following items?

I find that (Name)____

Please check:

	Not Improving	Is Improving
Good Grooming		
Consideration For Others In The Family		
Mixes Well With Others		
Manners		
Shares Possessions With Others		
Practice Health Habits		
Believes In Himself		
Takes New Responsibility At Home		
Desire To Improve		
Wants To Work		
Self Control		
Depends On Others		
Can Take Criticism		
Good Sport		

Form 60: Progress Report to Parents

Dear ______________________:

A written evaluation such as this will be sent regularly instead of the usual report card, so that you may know more about what is being done in the class and how well __________ performs.

The first month was spent in getting to know __________ and his classmates, and helping him to adjust to a new type of class, a new teacher, and new classmates. In September we spent much time just talking about ourselves, our families, and our problems. (We still do this when necessary.) A part of every morning is set aside for talking out things together. Pupils may tell about something they have seen, heard, read, or some experience they have had. This allows each student to express himself orally. It helps to relieve any tension he may have.

During September we had a chart of room duties giving each student a job in keeping the room clean and orderly. __________ always does his job well and is very willing to help others when his job is finished. He often volunteers to do extra work without being asked to do so.

We made a chart of rules for conduct, both inside the room and in the shop. We played games. __________ loves to play checkers and is very good at it. New materials for the classroom arrived during September and October, and the students enjoyed helping to unpack and sort out these materials. We read stories and talked about them. We started a little store in which the pupils sell coffee, candy, and cookies. Working in the store helps them to learn to count money. We figure up the amount spent for stock and the amount sold for profit. __________ helped to plan the advertising for the store. We have listened to records and looked at film strips on personal cleanliness; care of teeth, eyes, and ears; types of jobs, and others.

The shop manager helped __________ and others to build a large bulletin board for the classroom. __________ did very well at this work. It involved measuring and cutting the materials and building, as well as putting on varnish. We counted cost of materials on the chalk board.

The boys and girls have been giving the morning devotional each day. __________ cannot read the stories, but he sometimes leads the pledge to the flag. He has a quick memory. He is able to remember or memorize well.

At the beginning of October we planned and made decorations for the bulletin board and the room to go along with autumn and Halloween. I allow the students to do this type of work without much help from me, and they do a fine job. Recently, the group decorated for a Halloween party and planned refreshments. Again, this was their work.

We just finished a unit on safety. This included safety at home, fire safety, safety at work, and driving safety. A highway patrolman talked to the group about safety while driving, and how to get a license.

We have talked about getting a job. We acted out job interviews. We have studied the newspaper. Since __________ does not read, yet, I helped him to cut letters from the alphabet out of the newspaper. __________ needs much help with his ABC's. He does not know the letters in his own name if they are separated. If you could help him whenever possible, it would be appreciated by __________, I am sure. He wants to learn to read, and perhaps he can, if we all help.

Last week we took the old wax off our floor and put on new. I don't think ________ enjoyed this so much as some other things we have done, but he did try.

We have talked about dating or problems connected with the subject on occasions. If someone brings an interesting experience to class, we often spend time talking or studying about it. For example, someone killed a snake at home and we studied the different kinds of snakes—poison and non-poison. We have talked about fall, animals, and leaves. We write stories about things we see and do.

One day we rode the steam engine that came to Florence. __________ seemed quite excited about this. We have also played softball. __________ plays well.

__________ is very polite and cheerful most of the time. He is very playful—he sometimes likes to bother or "aggravate" other people, especially the __________ boys who are very good friends of his. Sometimes he distracts them when they are working in class. Occasionally, ________ says he does not feel well. Does he have headaches often; or is this, perhaps, an excuse? He also goes to the water fountain and restroom often. Does he do this at home?

__________ has improved very much since September. He gets along well with his classmates, and he is not so shy any more. He is a good worker. He stays with a job until it is finished, usually.

I would like to know how _________ reacts to things we do in the class when he gets home. Does he tell you what he does? How does he feel about me and others in the class? Did he react to our study on safety? Did he look around the house and yard for things that might be unsafe? What does he tell you about the class?

If there is ever anything that you think I should know that would help me to know and help ________, please write me a note or call me at home after 5:00 p.m. My phone number is____________.

I enjoy having _________ in my class.

Sincerely yours,

P.S. I have not mentioned all the things we have done as a class, or all that _______ has done. These are just some of the more important things.

Record Keeping

The necessity for consistent and careful keeping of records on pupil-clients cannot be overemphasized. As discussed frequently in previous sections of this chapter, copies of all types of records were filed for reference by the teacher, liaison rehabilitation counselor, and workshop mananger.

In summary, those records consisted of records concerned with physiologic, psychologic, sociologic, and educational information on a given pupil-client in addition to all evaluative records. Evaluative records were maintained for the following areas: (1) Personal evaluation, (2) Home visits, (3) Pupil-client orientation to workshop, (4) Workshop and work-experience evaluation, (5) Behavior records, (6) Minutes of committee meetings, (7) Progress records, (8) Letters to parents, (9) Final reports, (10) Referral and appraisal, and (11) Training and employment reports.

The Manual of Operation and Procedures of the Alabama State Department of Education Vocational Rehabilitation Service, cited in Appendix A of the Second Year Report (4, 225-242), outlined the case service statuses through which a client could be taken. Those statuses were applicable to pupil-clients of this project and were outlined in the Second Year Report (4, 234-235). They were

> Case Progress Reports reflecting the true progress of the client through the rehabilitation process should be written after services begin and must be kept up to date. A Case Progress Report more than six months old is not up to date.
>
> A client may go through the following case service statuses:
>
> Status 1 - A Status 1 Case Progress Report will be written on every case. The Status 1 Reports will reflect pertinent information about the client and it will also reflect developments in the case prior to initiation of a plan.
>
> Status 1A - Indicates that a client is receiving diagnostic and/or evaluation service in (1) a Vocational Rehabilitation facility or (2) a hospital for a period of ten (10 or more days. The client's progress beyond a 1-a Status may be reflected in the same manner as it is reflected beyond a Status 1 Report.
>
> Status 2 - Plan completed
>
> Status 3 - Physical restoration and training being provided simultaneously.
>
> Status 4 - Physical restoration only

Status 5 - Training

Status 6 - Ready for employment

Status 7 - In employment

Status 8 - Services interrupted

Status 12 - Closed, Rehabilitated

Status 13 - Closed, Unemployed (from in-service Status 3 through 8 of form 1-A if client at anytime was in Status 3 through 8)

Status 15 - Closed, Other Reasons (from pre-service Status 1 or 2)

In some instances a program of services for a client may be interrupted and it might be advisable for the client to be returned to a center or a facility for further diagnostic and/or evaluation services. Should this occur it is permissable to move the client from an in-service status back to a 1-A Status.

The above noted category of records applied to pupil-clients in individual project units. A second broad category of record-keeping was handled in the project office. So that each teacher could keep a cumulative folder on communications from the project office, each cummunication was numbered consecutively UA-VRA-1 through UA-VRA-84. Each of those 84 communications was sent either to project teachers, workshop directors, rehabilitation counselors, or superintendents. Frequently they were addressed jointly to the teacher, workshop director, and rehabilitation counselor and were used for gathering data for reports completed at the end of each project year. Appendix D includes selected examples of those memoranda and communications.

CHAPTER VI

RESULTS AND DISCUSSION

Research: Pupil-Clients Served

The primary purpose of the project was demonstration but research was considered an integral part in assessing the relative success of such a project. To measure the effectiveness of the research aspect, a systematic follow-up on all pupil-clients was made. That follow-up is discussed in this chapter.

A total of 209 pupil-clients were carried in project units from September 1, 1961, through May 31, 1964, the actual months for operation of the project. As of May, 1964, those 209 youths were accounted for in the following ways:

Number rehabilitated through Alabama VRS			62
Those 62 pupil-clients were vocationally rehabilitated under the project program and also were clients of the Alabama Rehabilitation Service.			
Number rehabilitated through other means			13
Those 13 pupil-clients were vocationally rehabilitated under the project program but were not clients of the Alabama Rehabilitation Service for varying reasons.			
Number in other categories			134
Receiving adjustment, on-the-job, or vocational training, or in sheltered employment		24	
Adjustment training	6		
On-the-job training	6		
Vocational school	5		
Sheltered employment	7		
Pupil-clients working part time		7	
Homemakers, married		3	
Continued in joint special education rehabilitation class for 1964-65 after termination of three-year VRA Project		44	
Individual pupil-clients who were non-rehabilitated		56	
Client could not profit sufficiently from further training or experiences to justify his remaining in project special class	20		
Drop-out, self-determination	23		
Institutionalized	3		
Client's family moved from area	7		
Parolee whose parole was revoked	2		
Killed in automobile accident	1		
TOTAL			209

Careful assessment of the above data indicated that 62 of the 209 individuals included within this project were clients of Alabama Vocational Rehabilitation Service and were vocationally rehabilitated under the project program. That yielded a 29.67 per cent placement through vocational rehabilitation. Thirteen pupil-clients were reported as working in full-time jobs and were considered vocationally rehabilitated under the project program but were not clients of Vocational Rehabilitation. That is, 6.22 per cent of the pupil-clients included within this project hold full-time jobs, yet never were placed in client status. Of the 209 pupil-clients included within this project, 75 actually were working full time as of May 31, 1964. That figure indicated that 35.89 per cent of those considered under this program were rehabilitated. In addition to those 75 individuals, seven actually were working part time and earning $12-$30 per week. That is to say, of the 209 pupil-clients included within this project, 82 individuals actually were earning from full-time or part-time placement $12-$85 per week. Those data indicate that 39.23 per cent of all pupil-clients included within this project during its operation were vocationally rehabilitated to the point that they were earning a minimal salary of $12 per week.

Income for Pupil-Clients Working as of May 31, 1964

	Number	Per Cent	Salary Range
Full Time	75	35.89	$12 - $85 per week
Part Time	7	3.34	$12 - $30 per week
Total	82	39.23	$12 - $85 per week

Further consideration should be given to one other aspect. Termination of the project did not terminate individual project class units in the ten cities where project classes were located. Had this been a research project only, new pupil-clients would not have been taken into project classes after December, 1963. Of the 209 pupil-clients considered within these data for the period September 1, 1961, through May 31, 1964, 44 of those pupil-clients were carried over for the 1964-65 school year. If those 44 pupil-clients were not considered in the data, 82 of the 165 remaining pupil-clients actually were working part time or full time in a job. Those data indicate that 49.70 per cent actually were working. Only in isolated instances had a continuation pupil-client been in a project class for an extended period of time.

Distribution of pupil-clients included 172 males, 82.30 per cent, and 37 females, 17.70 per cent of the population. Rehabilitation of retarded females seems to be more difficult. Within this project, 27.78 per cent of those rehabilitated through VRS were male while only 1.92 per cent were female. Through other means, 5.74 per cent of the males secured employment and one female, 0.48 per cent, secured employment. Those within other categories were 48.80 per cent male and 15.30 female. A further breakdown on the male-female follow-up seems meaningful.

MALE-FEMALE BREAKDOWN ON FOLLOW-UP

Placement	Male	%	Female	%	Total	%
VRS rehabilitation	58	27.75	4	1.92	62	29.67
Rehabilitation through other means	12	5.74	1	.48	13	6.22
Number in other categories	102	48.80	32	15.30	134	64.10
Receiving adjustment training	5	2.39	1	.48	6	2.87
On-the-job training	6	2.87			6	2.87
Sheltered employment	6	2.87	1	.48	7	3.35
Vocational school	5	2.39			5	2.39
Pupil-clients working part-time	7	3.35			7	3.35
Homemakers, married			3	1.44	3	1.44

Placement	Male	%	Female	%	Total	%
Continued in joint special education rehabilitation class for 1964-65 after termination of three-year VRA Project	29	13.87	15	7.18	44	21.05
Client could not profit sufficiently from further training or experiences to justify remaining in project special class	13	6.22	7	3.35	20	9.57
Drop-up, self-determination	21	10.05	2	.96	23	11.01
Institutionalized	2	.96	1	.48	3	1.44
Client's family moved from area	6	2.87	1	.48	7	3.35
Parole revoked	2	.96			2	.96
Killed in automobile accident	1	.48			1	.48

Consideration of pupil-clients in categories other than rehabilitated indicated that 22 males, 10.52 per cent, and two females, .96 per cent, were receiving either adjustment training, on-the job training, sheltered employment, or training in a vocational school and reasonably could be considered potential rehabilitees at a future time. Seven male pupil-clients, 3.35 per cent, were working part-time. The type of part-time work being done was seasonal and plausible expectation would be that satisfaction in employment and of the employee would lead to continuation in employment; i. e., farm labor and work in a pecan processing plant are seasonal for all such employees, intellectually retarded or not.

Forty-four pupil-clients were continued in joint special education rehabilitation classes for 1964-65. Those 44 accounted for 21.05 per cent of the 209 pupil-clients included within this project. Twenty-nine, 13.87 per cent, were male and 15, 7.18 per cent, were female.

Pupil-clients who were dropped by Dismissals Committees or who were self-determined drop-outs accounted for 43 individuals, 20.58 per cent, or one-fifth of all pupil-clients included within the project. Implications of this are discussed in Chapter VII. Males accounted for 82.78 per cent of the pupil-clients and for 16.27 per cent of the population. Females made up 17.22 per cent of the population and accounted for 4.31 per cent of the pupil-clients.

Seven pupil-client's families moved from an area accessible to one of the ten project classes. Only in one instance was a pupil-client able to transfer from one project class to another. A total of 3.35 per cent of the population was lost through that process.

Two Admissions Committees recommended admission of male youths who were on parole. It was fully understood that the youths were high-risk cases but there was concurrence that each should be given the opportunity for education and training. In each instance the youth's parole was revoked, thereby accounting for .96 per cent of the population.

One youth, a male, was killed in a head-on car-truck collision. That occurrence accounted for .98 per cent of the population included within the project.

Demonstration

The primary purpose of this project was demonstrated and basic to the overall purpose was the establishment of demonstration projects for mentally retarded young adults in cooperation with nineteen city and county school systems which were located in Alabama counties where there was a local program of organized and controlled work experiences which could be articulated with special classes. In addition to those local facilities and school systems, the State of Alabama Department of Education and its Division of Rehabilitation and Crippled Children and Program for Exceptional Children and the College of

Education of the University of Alabama were major cooperating agencies. In assessing results from a demonstration aspect, continuation of each class as a cooperative class of a local school system, Program for Exceptional Children, and Division of Rehabilitation and Crippled Children was the only direct indication of an individual project class' worth to the youth it served, to the community and geographic area. Continuation of a class in no way implied equality of services or of effectiveness, it only was an indication that those concerned were of the consensus that it met a need for selected mentally retarded youths in a given area and should be continued. Each of the ten project classes is continuing. Certain classes were modified to meet needs pointed up by the three-year project. Each local demonstration project is discussed in detail in Chapter III.

CHAPTER VII

IMPLICATIONS AND INFERENCES

Factors Which Seemed to Contribute to Success or Failure in Selection, Training, and Placement

Selection of pupil-clients was a persistent and recurring problem within each of the ten project units. The fact that 20.58 per cent of all pupil-clients either were dropped after an evaluation and training period by individual Dismissals Committees or were self-determined drop-outs was a source of constant concern to each individual concerned with this project. The initial proposal stated

> Selection of pupil-clients to be placed in the demonstration projects is a critical factor. Written permission will be secured from parents for medical and psychological evaluations and for participation in the demonstration project. The team approach will be used in determining who shall be placed. A local evaluation committee will operate for each of the facilities. . . . Pupils considered for the project will be within the chronological age range of 15-21 and intelligence quotient range of 50-75. In borderline cases, it will be the function of the local evaluation committee and the appropriate University personnel to recommend placement.

After the first year of operation, it became increasingly evident that even acceptance at 16 chronological years would require a lengthy process with the distinct possibility that a pupil-client would become discouraged prior to reaching a vocational objective within the project's stated time of three years. Beginning in mid-October, 1962, the following change was made: Those selected for admission to project classes shall be within the chronological age range of 16-21 and intelligence quotient range of 50-75. In cases termed borderline it shall be the discretion of the committee to make final recommendations for placement. To meet Vocational Rehabilitation requirements and Program for Exceptional Children requirements any youth who places below 50 intelligence quotient points or above 75 shall be reported in writing to the Project Office as accepted for placement, with records reflecting the reason or reasons for deviating from the 50-75 range. It should be noted that any pupil-client who then was 15 was not dropped from the project, only those admitted after that date were required to have reached their 16th birthday.

In gathering data for this report, a questionnaire-reactionnaire was sent to each project teacher, rehabilitation counselor, and shop director. Each was asked to respond or react to a variety of items, one of which was the listing of specific reasons for dismissal of a pupil-client by a local Dismissals Committee. Eighteen reasons for dismissal were listed. Those were

1. Family had promised withdrawal at age 16;
2. Social behavior intolerable in workshop;
3. Totally disabled-accepted by Social Security at age 18;
4. Moved;
5. Lack of interest of client and family;
6. Could not benefit from program;
7. Wanted a job - wouldn't wait for additional training;
8. Immaturity;
9. Full-time employment in workshop;
10. No vocational potential;
11. Incorrigible behavior;
12. Married;
13. Emotionally disturbed;
14. Placed in Partlow (school for retarded);
15. Put in prison (parole revoked);
16. Pregnancy-marriage;
17. Armed Forces; and
18. Lack of socialization (late for work; personality with boss; quit class and job-training)

Number 1 should be explained in that the Alabama School Code allows a youth to drop out of school at sixteen; i.e., compulsory education ends at that age. In anticipation of Number 8. "Immaturity," the group was asked: "Within what chronological age range should pupil-clients be considered for placement in a project of this nature?" A total of forty individuals responded to the questionnaire-reactionnaire and they indicated a range of 14-27 chronological years. Specifically, those reactions were

14-21	3	16-25	1
15-21	5	17-27	10
16-21	18	18-21	3

Retention of an individual in a public school after 21 years of age is not permissible under the Alabama School Code; therefore, a methodology such as used in this project would not be legally feasible past 21 years.

Selection of pupil-clients inadvertently was a function of applicants who met specific criteria. In certain geographic areas where project classes were located, availability of prospective pupil-clients was limited and had a specific bearing on the quality of applicants accepted. In the questionnaire-reactionnaire, respondents were asked to list the major reasons why it had been difficult to obtain pupil-clients. Twenty-eight reasons were given. They were

1. MR in city system transfer to county system when they fail in school;
2. Lack of parental acceptance and cooperation;
3. Lack of sequential special education program in school system;
4. Lack of proper referral sources - based upon lack of knowledge, understanding, and appreciation of what can be done for the EMR;
5. Lack of knowledge that such a class exists;
6. Referrals restricted to one county or area;
7. Inadequate school programs for the EMR;
8. Lack of transportation for clients;
9. Lack of support of school personnel;
10. Weak admissions and dismissals committee;
11. Limitation of time on part of rehabilitation counselor, shop manager, and teacher to solicit clients;
12. Lack of prestige of class due to location in undesirable neighborhood;
13. Stigma attached to "mental retardation" and "special class;"
14. Lack of educational background of parents;
15. Pupils had dropped from school at younger age;
16. Economic factors-must go to work and not continue school or training;
17. No publicity given to class and since it was new, not understood;
18. Lack of understanding of supporting agencies;
19. Parents don't realize need for such a class...only interested in present—not future;
20. Students associate progress with "regular classes;"
21. Clients thought to be "hopeless" by teachers and parents;
22. Professional jealousy among school personnel;
23. Petty jealousy between city and county;
24. Authorities interested in numbers;
25. Young adults (of this age) need a monetary incentive for work in shop;
26. No waiting list by referral agencies;
27. Students dropped out of local school systems...poor holding power of schools; and
28. Lack of sufficient "feeder" classes in school system.

These reasons were quite candid and somewhat abrupt, but each was significant as to why pupil-clients were not always easily obtained.

The number of female pupil-clients was disproportionate to the expected incidence in the population as a whole. Thirty-seven of 209 pupil-clients were girls, only 17.22 per cent of those included. In an attempt to delineate reasons for difficulty in obtaining pupil-clients the questionnaire-reactionnaire asked respondents to list them. Twenty-nine reasons were listed. They were

1. Girls marry at early age;
2. Girls do not indicate interest in vocational potential;
3. Lack of referrals resources;
4. Sheltered environment...at home;
5. Lack of parent interest;
6. Fewer female retardates;
7. Lack of sheltered work possibilities;
8. Lack of work readiness;
9. Limited work activities in shop for females;
10. Social status;

11. Drop-outs of females in school prior to contact for placement;
12. Parental anxieties due to lack of principle;
13. Location of class (physical facilities);
14. Appearance of facility;
15. Local school personnel did not encourage girls to go into class;
16. Girls not interested in activities of workshop;
17. Needed at home;
18. Part-time jobs (baby sitter);
19. Our culture does not demand that she be as self-sufficient as boys;
20. Fewer "recognized" female retardates;
21. Parents fearful of close proximity and working with boys;
22. Lack of knowledge of class by parents;
23. Fear that female will be mislead when placed in competitive employment (fear by parents);
24. Lack of job opportunities that are acceptable by parents;
25. Curriculum does not appeal to girls;
26. Parents do not "buy" the program;
27. Teacher did not desire to have female clients;
28. Few referrals; and
29. Parents fearful for girls to travel alone to class.

Certain of these are heavily value-ladened, either on the part of parents or on the part of the respondent. One thing that became increasingly apparent as the project progressed was the absolute need to take everyone concerned and work with them where they were and not assume any minimal level of sophistication.

In setting forth reasons for failure in placement of retarded pupil-clients in jobs, there was some overlapping of reasons. Thirty-three reasons seemed to be relatively discrete. They were

1. Lack of emotional maturity on the part of the pupil-clients;
2. Lack of understanding and acceptance on the part of employers;
3. Not giving the pupil-client adequate "adjustment period" prior to evaluation for job potential;
4. Failure to give adequate attention to the pupils' interest and strong points as to what kind of jobs HE is interested in;
5. Lack of work readiness;
6. Lack of maturity (all areas);
7. No vocational potential;
8. Sheltered home environment (by parents);
9. Lack of follow-up job placement service;
10. Lack of sheltered employment opportunities;
11. Lack of parent interest and concern;
12. Parental lack of knowledge of academic and vocational potential;
13. Local job opportunities for female pupil-clients scarce;
14. Lack of community involvement, empathy, and understanding;
15. Feeling of pessimism not completely broken down where MR is concerned;
16. Lack of employable skills;
17. Lack of ability to get along with others;
18. Lack of realistic acceptance of type work can do (clients);
19. Lack of social adjustment;
20. Clients too young for job placement in some cases;
21. Slow academic progress;
22. Severe speech problems;
23. Not enough adjustment time for those in low IQ group;
24. Severity of disabilities;
25. Lack of job opportunity (in certain communities);
26. Attitudes of employers toward mental retardation;
27. "Selling" ability of individual responsible for job placement;
28. Not enough effort on part of individual responsible for job placement;
29. Lack of training for specific jobs;
30. Lack of effort on part of community to create jobs for the MR;
31. Lack of job opportunities in a "blighted area;"
32. Student-parent impatientness; and
33. Lack of ability of pupil-client to hold a job.

This discussion has been centered around factors which contributed to failure in selection, training, and placement of mentally retarded young adults. There were many factors which contributed to success in those same areas. When ten grossly divergent city and county school systems were involved in a project there were many benefits which accrued, in that methods of problem-solving in one area could be adapted to like situations in other projects. In the broadest sense, factors which contributed to success in selection, training, and placement were

1. Team approach with mutual appreciation and respect among teachers, rehabilitation personnel, and workshop personnel;
2. Development of curricula which considered the rehabilitation processes as integral and inseparable; and
3. Development of procedures for admission, dismissal, evaluation: personal-social-vocational, job-training and placement, counseling, and record keeping (see Chapter V).

In assessing placement and/or rehabilitation of pupil-clients included within this project, consideration should be given to the fact that termination of the project did not terminate individual project class units. New pupil-clients were accepted through May, 1964. Forty-four pupil-clients were carried over for the 1964-65 school year. When those pupil-clients were not considered in the data, 82 of the remaining 165 actually were working part time or full time for a 49.70 per cent placement. Further, an additional 24, 11.48 per cent, were receiving either adjustment training, on-the-job training, sheltered employment, or training in a vocational school and were considered potential rehabilitees within a reasonable period.

Follow-Up on Pupil-Clients Placed

Follow-up on pupil-clients placed indicated that they were employed in 52 different kinds of jobs. Those were

Armed Services
Bale Bander
Barber
Body Shop
Bus Boy
Car Hop
Cook, Short Order
Construction Worker (with father)
Cosmetology
Cotton Mill Sweeper
Creamery Worker
Driver, Cross-County Cattle Truck
Driver, Delivery Truck
Electrician
Farming
Floor Sander-Finisher
Furniture Refinishing
Grocery Delivery
Helper, Beer Distributor
  , Bulldozer
  , Carpenter
  , Chicken Farm
  , Dental Lab
  , Florist
  , Hospital Kitchen
  , Painter
Helper, Printer
  , Routeman
  , Sanitary Truck
  , Soft Drink Truck
  , Well Driller
Homemaker
Housekeeper
Janitor
Linen Room Houseman
Operator, Edger
  , Fork Lift
  , Slitting Machine
Painter (with father)
Pecan Processing Plant
Poultry Plant
Sack Boy
Sales Clerk
Stock Boy
Tile Setter, Wet
Tire Recapping Plant
Waitress
Watch Repair
Worker, Broom Shop
  , Grocery
  , Nursery
  , Service Station

Some Implications for School, Rehabilitation, and Other Agencies

Those concerned with this project were asked to list contributions which were made to the program of mental retardation by this project. Fifty-nine contributions were listed. They were

1. Development of a curriculum for young mentally retarded;
2. Instructional techniques;
3. Recognition of length of time required to adequately evaluate the potentials of these young adults;
4. Recognition of fact that many agencies can cooperate together to effectualize goals;
5. Readiness program for vocational training must begin earlier than age for admission to class;
6. A curriculum functional to every-day living is the only one for MR;
7. Acceptance is the first requisite;
8. Proof that the MR can benefit by such a project;
9. Trained teachers are more effective in working with MR;
10. Demonstrated a need for beginning vocational training at an early age;
11. The whole community must be concerned in such a project;
12. Proof that MR can be gainfully employed;
13. Adequate physical facilities are a necessity;
14. Vocational Rehabilitation is a valuable asset in working with the MR;
15. The need for psychological testing, knowledge of social background, community resources;
16. This group of young people have more potential than formerly thought;
17. Many have longer attention span than thought;
18. Emotional and social factors affect the client vocationally more than the retardation, per se;
19. The MR can adjust to new and different environments;
20. Gaining in self-confidence is a requirement for participation on project;
21. Clients like "regular" classroom procedures to which they have become accustomed...feel that they aren't learning if such procedures aren't adapted in workshop;
22. For a maximum benefit, sequence of special classes should be established;
23. All curriculum must be geared to "real life" situations;
24. Capable of making greater adjustment in all areas than commonly believed;
25. Developed new training techniques, teaching aids, and evaluations;
26. Improved community interest and feeling of responsibility;
27. Offers the older MR an opportunity to continue education and training;
28. Offered the community opportunity to participate in a program designed to help the MR;
29. Greater knowledge of characteristics of the MR;
30. Increased knowledge of the NEEDS of the young adult MR;
31. Better approach to problems which confront these young MR;
32. Magnitude of problems pertaining to the MR;
33. Such a basic project will work;
34. Number of MR helped by schools is increased;
35. Decreased number of drop-outs from local schools;
36. Parents are reassured that MR can become wholly or partially self-sufficient;
37. More MR can be rehabilitated through such a program;
38. Cooperation of all agencies is answer to making MR vocationally independent;
39. Pointed up local school inadequacies;
40. Pointed out the necessity of the "team" approach;
41. Developed a complete program - diagnosis to employment;
42. Mental deficiency is (or can be) a secondary handicap and by itself is not major reason for inability to function in competitive environment;
43. Good work habits can be developed;
44. The educable youth needs a stimulating, well motivated program based on a realistic approach;
45. Only a relaxed environment in classroom and workshop can help to determine the youth's process of learning;
46. Parent information and participation are vitally important;
47. Curriculum must be geared to meet the NEEDS of the youth in the classroom and the workshop;
48. With training in a real, relaxed atmosphere, the youth can adjust to environment and work situations;
49. The MR can make a contribution to society;
50. The ages of the clients is a major consideration;

51. Female MR young adults present more problems than males;
52. Lack of parental acceptance and need for realistic counseling;
53. Change can be accomplished in the proper environment;
54. Parents should agree to spent some time each month in counseling sessions with teacher and counselor;
55. Confirmation of fact that mild retardation in itself is no great handicap to gainful employment but that long established poor work habits and social attitudes are major factors in rendering additional disability in training;
56. Strong indication that teacher training at the college or university level is inadequate in itself;
57. Inability of school systems to recognize authentic teachers for the mentally retarded;
58. Help the mentally retarded enter employment much sooner than they ordinarily would; and
59. A writing on the wall of programs and approaches to evolve...vocational evaluation and training classes in senior high school; team approach in vocational guidance centers, rehabilitation, psychologists, parents, and other cooperating agencies...teacher must coordinate.

When these contributions are explored, many of them may appear unsophisticated and redundant to the educationally oriented. It should be remembered that this project took each participating individual where he was and attempted to work with him so that his unique skills could be utilized in the rehabilitative processes needed by the mentally retarded. A concomitant to that was the growth manifested by each participant in terms of understanding, if only a little more completely, the many varied facets of the retarded youths with whom they worked.

An example of that growth in teachers was noted in compiling data for curriculum trends. In practice, individual project curricula were widely divergent during the 1961-62 project year. Construction of a continuum indicated that curricula ranged from almost totally academically oriented to almost the recommended social adequacy oriented. Using numbered designations for individual units, they were

```
                                                            5
Project                 4                                   7                      10
 Unit:      3           6                       1           8           9          11
+           +           +           +           +           +           +           +           +           +
-------------------------------------------------------------------------------------------------------------
Totally                                         Equally as Academically                                Social
Academically                                    Oriented as Social                                   Adequacy
Oriented                                        Adequacy Oriented                                    Oriented
```

Placement on the continuum was based upon (1) evaluation of reported daily activities in curriculum and (2) upon the observations of the Coordinator, Associate Project Director, and Project Director.

To give a comparative estimate of the orientation of each of the ten curricula for the second project year, the following continuum was constructed:

```
                                                            7                1                     2
Project                                                     8                5                     3
 Unit:                                                      9                10         6          4
+           +           +           +           +           +           +           +           +           +
-------------------------------------------------------------------------------------------------------------
Totally                                         Equally as Academically                            Social
Academically                                    Oriented as Social                               Adequacy
Oriented                                        Adequacy Oriented                                Oriented
```

To make this more meaningful, it should be explained that a different teacher was in Project 3, Project 4, Project 6, and Project 10. For 1961-62, Project 10 was far to the right on the continuum toward a social adequacy oriented curriculum while Project 3 was far to the left on the continuum toward a totally academically oriented type. The Project 10 teacher for 1961-62 moved to Project 3 which helps to explain the almost total change in orientation for Project 3. The new Project 6 teacher made great strides toward properly oriented types of presentations. The new teacher in Project 10 was not as social adequacy orientated as was the former teacher; however, that project curriculum was more adequately orientated than were some of the others. It also should be noted that Project 4's curriculum changed from "more academic than social" to a "social adequacy program." In relationship to other project class approaches to curriculum, the relative relationships of Projects 7, 8, and 9 changed. As stated above, placement on the continuum was based upon (1) evaluation of reported daily activities in curriculum and (2) actual observation by the central project staff. Evaluation of reported daily activities in curriculum was given more than a fifty per cent weighing, since the central project staff was in agreement that curriculum reports more adequately reflected actual procedures than did observed techniques during visitation. For the final year of operation, there was more stability regarding teachers and their approaches to curriculum. A new teacher was in Project 9 yet placement of that project on the continuum did not change. The curriculum for Project 6 became more social adequacy oriented. Placements were

Project Unit:			
	7 8 9	1 5 10	2 3 4 6
Totally Academically Oriented	Equally as Academically Oriented as Social Adequacy Oriented		Social Adequacy Oriented

These measured changes indicated teachers, per se, yet their changes also relfected changes in attitudes for rehabilitation and workshop personnel. A project teacher could not effect a social adequacy oriented curriculum without the cooperation of workshop personnel and the rehabilitation counselor.

Further positive implications were seen in the number of pupil-clients placed on jobs through VRS. For 1961-62, nine were placed; in 1962-63, 11 were placed, and for the final year, 1963-64, 42 were placed. An additional 24 were receiving either adjustment training, on-the-job training, sheltered employment, or training in a vocational school and were considered potential rehabilitees. Those data seemed to reflect more adequate administration of admissions procedures as the project progressed.

CHAPTER VIII

SUMMARY AND CONCLUSIONS

Summary

The purpose of this Research and Demonstration Project, as stated in the initial proposal was divided into six areas. Those areas were

1. To establish eleven demonstration projects for mentally retarded young adults in selected rehabilitation facilities in cooperation with the Division of Rehabilitation and Crippled Children and the Program for Exceptional Children of the State Department of Education, local county and city boards of education, local rehabilitation facility boards, and the College of Education of the University;

2. To demonstrate how cooperating agencies may assist in an organized program for the terminal education and rehabilitation of the mentally retarded;

3. To develop curricula for the mentally retarded young adult which consider the rehabilitation process as an integral and inseparable function;

4. To develop a procedure which will be useful to the Vocational Rehabilitation Counselor in his work with the mentally retarded young adult;

5. To identify factors which seem to contribute to success or failure in selection, training, and placement of mentally retarded young adults; and

6. To make a systematic follow-up on clients placed to determine the relative success of the program.

Project units were established in cooperation with nineteen city and county school systems located in counties where there existed an organized and controlled program of work experiences which could be articulated with special classes for mentally retarded young adults. Those classes were established in cooperation with agencies noted in area 1, above. One proposed class was unable to open due to the inability of the cooperating systems to employ a teacher who met minimum requirements for qualification as a teacher for the retarded as set forth by the Alabama Department of Education.

Physical facilities for each class were located within a rehabilitation facility or within an adjacent structure. That methodology extended terminal public school programs for a selected group of mentally retarded youths in ten geographic areas of the state and afforded a workable approach to evaluation and placement within a rehabilitation setting. The methodology of this project was not construed as a way of relieving the local public school systems of the responsibility for providing a terminal program for mentally retarded young adults. Instead, it was a feasible approach to community and state cooperation to provide a terminal program which would meet the academic and rehabilitation needs of a specific group—C.A. range 16-21, I.Q. range 50-75.

A full-time coordinator was employed to work with project teachers within their classroom-workshop settings to assist them in adapting the recommended approach to curriculum building to the needs of the area and to the facility in which pupil-clients would be evaluated, given adjustment and job training, and final job-placement. Concerted efforts were directed also toward development of procedures for admissions, evaluation, work-adjustment and job-training, as well as pupil-client and parent counseling.

A significant phase of the methodology were work-conferences and cross-visitations. At least once each year one work-conference included state and local rehabilitation personnel, workshop personnel, and state special education personnel in addition to all project teachers and central project staff. Work-conferences and cross-visitations allowed for development of unusually close personal and professional working relationships.

The primary purpose of the project was demonstration. In assessing the relative success of the project, continuation of project classes was considered since their continuation was a direct indication of the effectiveness of the procedures developed. Each of the ten classes was being continued for the 1964-65 school year. Their continuation gave credence to the effectiveness of consolidating each pupil-client's participation in one special class-workshop setting within a rehabilitation facility. In that way, the workshop manager, teacher, rehabilitation counselor, and all other necessary personnel were afforded the opportunity to know intimately the strengths and weaknesses of each pupil-client for establishing a reasonable vocational objective. This facet was felt to be a primary strength of the project.

Curricula developed used attainment of social adequacy as the main goal. Sub-goals of personal competence, vocational competence, and social competence were considered. Attainment of those sub-goals, and through them, the main goal, was dependent upon development of competencies in eleven areas.

1. Social and emotional security;
2. Health and safety habits;
3. Vocational adequacy;
4. Vocational skills;
5. Skills in everyday living;
6. Motor ability and leisure-time activities;
7. Using language skills;
8. Number skills and concepts;
9. Using and understanding practical science;
10. Using arts and crafts; and
11. Using musical activities.

To measure the effectiveness of the research aspect of the project, a systematic follow-up was made on each pupil-client included within the project. A total of 209 pupil-clients were carried in project units. Of those 209, 62 were rehabilitated through Alabama VRS; 13 were rehabilitated through other means; 24 were receiving adjustment, on-the-job, vocational training, or were in sheltered employment; 7 were working part time; 3 females were married; 44 were continued in classes for 1964-65; and 56 were considered non-rehabilitated.

Final reports on clients indicated that 20 were dropped by dismissals committees for 18 different reasons. Twenty-eight reasons were given as to why it had been difficult to secure pupil-clients in general, while 29 reasons were given for difficulty in securing female pupil-clients.

Thirty-three reasons were stated for 6 failure to place retarded pupil-clients. On the other hand pupil-clients were placed in 52 different kinds of jobs. Significant to those placements were the team approach with mutual understanding, respect and appreciation among teachers, rehabilitation personnel, and workshop personnel. Equally significant were curricula which considered the rehabilitation processes as integral and inseparable and the development of procedures for admission, dismissal, evaluation, job-training and placement, counseling, and record keeping.

Those concerned with the project at local project unit levels were asked to list contributions made to programming for the retarded by the project. Fifty-nine contributions were listed. Their significance varied depending upon the professional orientation of the respondent.

Conclusions

Each of the ten areas included within the Purpose of the project was fulfilled with varying degrees of success as reflected in the various chapters of the report. The Methodology was shown to be relatively workable as demonstrated by the fact that 75 of 209 pupil-clients, 35.89 per cent, were working full time at the termination of the project. Another 44, 21.05 per cent, were continued in project type classes for 1964-65; seven, 3.35 per cent, were working part time; and 26 were potential rehabilitees, 11.48 per cent.

CHAPTER IX

RECOMMENDATIONS

As more adequate educational, social, and rehabilitation resources are provided for educable retarded children and youth, institutionalization for that group (educable retarded) will be regarded as temporary and for specialized treatment and care. In considering this statement, the following recommendations are made:

1. The vocational rehabilitation process for the educable retarded individual should begin with his first school experiences and not when he reaches the chronological age of 16.

2. Society does not expect the intellectually competent to find and maintain competitive employment at 16-20 years of age on a continuing basis. For educable retarded youth of the same chronological age, 16-20, but with mental ages of 8-15, the rehabilitative process must allow for longer periods of work-tolerance, work-adjustment, and on-the-job training.

3. Admissions procedures for joint special education rehabilitation classes must be formalized. Responsible VRS personnel should be in agreement that a pupil-client has probable vocational potential if final job placement is to reflect placement through VRS.

4. Findings of this project delineate guide-lines for curriculum development, admissions and dismissals procedures, evaluation procedures, and job-training and placement. It is stressed that each school, workshop, and rehabilitation group must adapt those procedures to its unique situation.

5. Education and counseling of the pupil-client's family is imperative. Lack of interest on the part of the family negates what the team can accomplish.

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APPENDICES

APPENDIX A

NARRATIVE CURRICULUM REPORTS

As curriculum reports were evaluated on a weekly basis, two were recalled as being especially meaningful. Those are reproduced as Reports Number 1 and Number 2.

REPORT NUMBER I

UNIT I Units Taught in February

A. "Great Leaders of America" introducing Lincoln, Washington, President Kennedy, Astronauts, etc.

1. Purpose: Comparison and study of their qualities of leadership even though each client may only be a leader in his group, family or community.

2. Evaluation:

a. Study of the past in comparison with today resulted in the fact through discussion that each client was of the opinion that he was very fortunate to be living in the world today. Each client agreed that one must accept responsibility assigned to him, stick to the task until completed, and respect authority in order to mature and become a leader.

b. A letter written to Lincoln telling him about our class.

c. Mimeographed starts on Lincoln and Washington.

d. Measurements for two log cabins made in arithmetic and cabins by the boys in workshop.

e. Study of space and a play on "If Lincoln and Washington Could See the Wonders of Space."

f. Study of Washington, D. C.

g. Special bulletin board committee to display this material.

h. In art, a hatchet, Lincoln hats, and silhouettes of Lincoln and Washington made.

i. Hobby display of planes.

j. Telephone directory - how to use, locate facilities, persons, and to place emergency calls. How to call Washington, D. C.

k. Election of officers in class to demonstrate how elections are conducted.

l. Spelling words selected for this study.

B. The Value of Nutrition and How It Helps to Keep Us Healthy in Order to Secure a Job and Hold It Successfully.

1. Purpose: To develop an understanding in nutrition of the basic foods needed for good health.

2. Evaluation:

a. Cooperation shown through organization of five committees for room.

b. Responsibility shown and pride in work accomplished.

c. Study on how the weather changes and effects our food and resources, the relation between food and health, where food comes from, how it is grown, and how it is stored to prevent spoilage.

    d. Class on cooking, demonstrated measurements for food, how to work together, how to set and serve table, manners at table, and type of music needed at this time.

    e. Language skills - menus, recipes, food charts prepared in classroom and workshop.

    f. Spelling and writing - words selected from the unit.

    g. Interest stimulated, and working and playing together established.

C. Grocery Store (along with the Health and Food Unit).

1. Purpose: To study the grocery store as a possibility for future employment.

2. Evaluation:

    a. Acquired skills in the use of language through charts, pictures, stories.

    b. Developed skill of writing through writing a story about his visit to the grocery store, grocery bills, records, price tags, newspaper.

    c. Field trip to store to price food and produce. Each client met the manager. Returned to class, used adding machine to total his food, prepared a budget for one week, cooked a meal next day.

    d. Grocery store set up in classroom using cartons, boxes of food with labels from workshop. Real money used. Record sheets for inventory used. So successful that six clients could work in the snack bar in workshop.

    e. Value of time, punctuality, and order for every day, established.

    f. Second meal cooked this week by Group II.

These units were planned to fit into the everyday life of the client-flexible, but subject to adaptation. Direct experiences have been stressed through one field trip, planning and preparation of food in kitchen, dramatization, visual symbols, and verbal symbols. The teacher has studied each client who has shown a different degree of emotionalism in order to understand and help him to work out his problems and frustrations.

To make it real to him in his situation is much more appealing than to just teach academic subjects.

UNIT II Special Booklets Made by Client

A. Jobs

1. Applications
2. How I Rate
3. Business Letter
4. Social Security
5. Use of Telephone
6. How to Hold a Job

B. Money and Its Value
C. Foods
D. Menus
E. English and Spelling (from units)
F. Safety in Driving
G. How to Apply for a Driver's License

UNIT III ________________ enrolled in the Tennessee Valley Technical School, Huntsville Branch, on March 1, 1963.

UNIT IV YMCA has extended an invitation for clients to attend YMCA once a week.

UNIT V The boys enjoy their work in workshop and have been placed on different projects according to their ability.

Projects:
1. Change Making
2. Measurement
3. Telephone Directory
4. Woodwork
5. Sheet Metal Work
6. Stock Clerk
7. Ceramics
8. Basketry
9. Business Enterprise
10. Furniture Refinishing
11. Painting
12. Basic Electricity
13. Cooking

UNIT VI Special Visitors to R & D Class

1. Mrs. Embry - February 18-20
2. Dr. McMillan - February 29-March 1
3. Mrs. Alpha Brown - March 4
4. Mrs. Vinson, Supervisor City Schools
5. Mrs. Anderson, Principal Fifth Avenue School
6. Mrs. Bolman, City School Music Instructor
7. Mr. Dees spoke to class
8. Mr. Owens spoke to class

REPORT NUMBER 2

Unit: Motels and Hotels

This was the week after my trip to Decatur and they were most eager to hear about the class and all my experiences. I began a unit this week on how to take a trip—studying about the differences in motels and hotels. I brought back all the literature I could "steal" about the Holiday Inn and even brought the instant coffee and cocoa from the dispenser in the room. We read about the differences in a hotel and a motel in our Golden Encyclopedia. We studied such questions as "What is the difference in a hotel and a motel? How many motels are in Dothan, how many hotels? What are the ways to make reservations? I showed them how I wrote for a reservation and the letter of confirmation that I received. They practiced writing for specific reservations at a motel, learning the form again for a business letter. They learned specific vocabulary words such as reservation, registration desk, motel, hotel, etc. They located all the motels and hotels in Dothan and made a large chart listing all of them. They learned to arrange them in alphabetical order; they used the telephone in the room to call all the motels and hotels and find their prices for a single and double room. (See the enclosed typed sheet for examples of the type arithmetic problems which were used in this activity). They used a large rate chart which they had made to find the prices for the single and double rooms.

This week we also had two more films from the Houston County Health Department. They were both based on how teenagers can fit into a home and make it a happy, healthy place in which to live. I felt that this was particularly therapeutic for some of them since so many of the kids come from broken homes. The films were seen and then general discussions were held concerning the materials in them. We discussed our own homes—the things about them that we did not like and then the things that we liked. We listed all the things that we could do to make them a more pleasant place in which to live.

Work These Problems:

1. If you spent 17 nights at the Town Terrace Motel in a single room, how much would your bill be?
2. If you spent 11 nights at the Holiday Inn Motel and had a single room and a double room reservation, how much would your bill be?
3. If you spent 21 nights at the Houston Hotel in a single room, how much would your bill be?
4. If you spent 12 nights at the Adams Motel in a double room how much would your bill be?
5. If you spent 13 nights at Leon Motel and had a single room and a double room reservation, how much would your bill be?
6. If you spent 19 nights at the Parkway Motel and had a double room, how much would your bill be?
7. If you spent 27 nights at the Town Terrace Motel and had a double room and a single room reservation, how much would your bill be?

8. If you spent 15 nights at the Heart of Dothan Motel and had a single room, how much would your bill be?

9. If you spent 15 nights at the Carousel Motel and had a double room, how much would your bill be?

10. If you spent 12 nights at Hillcrest Motel and had a single and double room, how much would your bill be?

List all the motels and hotels on the chart on the bulletin board in alphabetical order.

This week as a continuation of the unit on motels and hotels we took a field trip to the Houston Hotel. Before we went we prepared a long list of questions we wanted to know about the hotel. I have attached part of the questions that they prepared. When we went on the trip we had arranged to go into the coffee shop and order a drink so they could have the experience of ordering, seating the girls, appropriate behavior, paying the check, etc. This we did, and afterwards toured the hotel. We saw the registration desk, switchboard, all the shops in the hotel, the difference in a single and double room, the linen room, the ballrooms, etc. They asked the woman who was showing us around all the questions they had brought with them. When we came back we used the field trip in a variety of ways. We got a city map and traced on the map how we got to the hotel. We then constructed a map of our own on a large piece of cardboard showing all the major streets and points of interest along the way. We got small cardboard boxes and painted them to represent the drive-in movie, the bank, the post office and the hotel. These were then placed in the appropriate places on the map.

We also made charts and discussed the answers to our questions we had made. We wrote thank you letters to the manager for our trip to the hotel, we figured our bill for our drinks in the coffee shop, we listed all the jobs available at the hotel.

List of Terms:

1. chain hotel or motel
2. night clerk
3. registration desk
4. switchboard operator
5. single
6. house detective
7. double room
8. bellboy and porter
9. clean-up people
10. room service
11. lodgings or accommodations
12. dining room
13. barber shop
14. beauty shop
15. drug store
16. florist shop

Another activity which we had for a good learning experience as well as fun was that of making a freezer of homemade ice cream. One of the girls brought her freezer from home. We went to the store and purchased all our ingredients. Then we measured these carefully and read our instructions for making the cream. We followed the directions and all had a hand in mixing the ingredients. When we finished we poured it all into the freezer and ________ turned the crank until it was frozen. The gallon we made was more than enough to serve our class as well as the other clients in the workshop. They enjoyed this and the cream was delicious.

Questions about the Houston Hotel:

1. How does the Houston Hotel look?
2. About how many people stay in the hotel during a week?
3. Is there a switchboard operator?
4. How many rooms are in the hotel? How many singles? How many doubles?
5. Who owns the hotel?
6. Who built the hotel and how long has it been there?
7. How many people can stay there at one time?
8. How many shops are in the hotel?
9. Is it a clean hotel?
10. Do they have business all night? Do they have business all day?
11. Do they have a playroom or area for children to play in?
12. How old do you have to be to work there? What kind of jobs do you have?
13. Is there a house detective?
14. How many people work here?
15. Are the rooms air-conditioned?

APPENDIX B

BOWLING FOR LEARNING

This unit is prepared for a group of mentally retarded young adults in a UA-VRA Project Class. Students range in chronological ages from 15 to 19 and mental ages from 8 to 11.

This unit was planned due to lack of any playground or gymnasium facilities and constant expression of desire for competitive sports from the students.

This was actually spanned over eight weeks with a weekly trip to the bowling lanes continued; however, it might well be extended or reduced.

I. General Objectives

  A. Development of motor ability
  B. Development of wise use of leisure time
  C. Development of social and emotional maturity
  D. Development of numerical skills and concepts
  E. Development of understanding and skills for everyday living
  F. Using arts and crafts
  G. Development of vocational adequacy
  H. Development of vocational skill
  I. Development of language skills and concepts

II. Specific Objectives

  A. To develop understanding and knowledge of good sportsmanship
  B. To develop good eye-hand coordination
  C. To help students release inner tensions
  D. To promote team work
  E. To help student become more socially deft

III. Materials Needed

  construction paper
  scissors
  pamphlets
  transportation
  chart paper
  television
  lettering pen
  score sheets
  library books
  magazines
  money
  film strips

IV. Motivation

  A. Discussions
    1. Some leading questions
      a. What are some public places that we may use to play?
      b. Could all of the group participate?
      c. How much will it cost?

V. Methods (Contrived experiences with demonstrations, oral and verbal symbols, field trips)

  A. Arranging with one parent to secure us a reduced rate
  B. Discussing how each would earn his money (It was decided that this should be done)
  C. Securing transportation
  D. Selecting library books with useful information
  E. Using information from first trip
    1. Examining score sheet
    2. How to keep score
    3. Demonstrating techniques in throwing and controlling the ball
    4. Students compose and write safety charts
    5. Students compose and write experience charts
    6. Evaluating personal conduct
    7. Preparing bulletin board

- F. Second Trip
  - 1. Planning the trip and setting a regular day
  - 2. Using information
    - a. Discuss scores and make-up scores to compute
    - b. Compute distance problems to bowling lanes
      - (1) distance in blocks
      - (2) distance in miles
      - (3) cost to operate care @ so much per mile, etc.
    - c. Compose and figure problems on earning money for bowling
      - (1) how much per hour
      - (2) how much per day
      - (3) how much per chore
    - d. How good health helps make good athletes and/or good workers
      - (1) care of body
      - (2) proper diet
      - (3) proper rest
      - (4) consideration for others when you aren't well
      - (5) filmstrips on each
    - e. Reading and demonstrating to class (by each boy) skill techniques in books
    - f. Checking magazines for cartoons on bowling
    - g. Discussion on types of clothes and the practicability of buying such
- G. Third Trip
  - 1. Planning trip and discussing how each would earn his money
  - 2. Using information
    - a. Discussion on bowling ethics and good manners
    - b. Discussion on "What Are Good Manners"
    - c. Composing and making charts on good bowling manners
    - d. Reading library books on etiquette
      - (1) good manners on a date
      - (2) good manners in a group
      - (3) good manners with other boys
      - (4) good manners with other people
      - (5) good manners with family
      - (6) demonstrations by students dramatizing certain social graces are executed
      - (7) making and composing charts on above

VI. Evaluation

- A. Were the students interested?
- B. Were the students cooperative?
- C. Did the students improve eye-hand skill?
- D. Did students gain arithmetical skill?
- E. Did the students learn importance of fair play?
- F. Did the students learn importance of team work?
- G. Did students develop or gain more respect for skill?
- H. Did they improve in social acceptance?

VII. How General Objectives Were Accomplished

- A. Developing motor ability
  - 1. Learning to control ball
- B. Developing wise use of leisure time
  - 1. Students report going to bowling on week-ends instead of less desirable places
  - 2. Looking at magazines
  - 3. Reading for pleasure
  - 4. Watching sports on television
- C. Developing numerical skills and concepts
  - 1. Learning to measure distance in blocks and miles
  - 2. Computing wages by hour, day, week, chore
  - 3. Figuring scores
  - 4. Cost of bowling for each, for group, per game, per trip, per month
- D. Developing health and safety habits
  - 1. Importance of good health
  - 2. Importance of good safety habits

E. Developing social and emotional maturity
    1. Team work
    2. Fair play
    3. Making choices
    4. Earning money
    5. Self-satisfaction
    6. Friendship with people at bowling lane

F. Developing understanding and skills for everyday living
    1. Respect for others
    2. Awareness and responsibility of personal conduct

G. Using arts and crafts
    1. Bulletin board displays

H. Developing vocational adequacy
    1. Value of earning own money
    2. Respect for work and workers
    3. Getting along with others
    4. Reading and writing
    5. Safety habits
    6. Using new skills to solve old problems
    7. Meeting new people

I. Developing vocational skill

J. Developing Language skills and concepts
    1. Writing and reading charts
    2. Reading for information
    3. Reading for pleasure
    4. Student demonstrations
    5. Seeing humor in cartoons
    6. Oral discussions

RESOURCES:

Books	Sports, by Harold Keith Champions and Sports, Oppeheimer, et al If You Please, Betty Allen Your Manners Are Showing, Betty Betz Bowling Tips, pamphlet published by A.M.F. Fashion Line, pamphlet published by A.M.F.
Filmstrip	Cooperating with Others, Curriculum Filmstrips
Resource Persons ..	Pro at Bowling Lanes Counselor

SURVEYING OUR COMMUNITY FOR JOB OPPORTUNITIES

Industries In Our Community

Dairies

This unit has been planned for a vocational class consisting of mentally retarded students in the VRA Pilot Study. These students range in chronological ages from 16 to 17 years.

The primary purpose of units pertaining to industry is to familiarize employers with our program and help students realize realistic goals in work.

Our objective is to visit as many different industries as possible during the year in order to give the students a knowledge of the variety of jobs which are in the community.

This type of unit offers opportunities for evaluation as well as teaching. A better knowledge of the student may be gained as to social adequacy, which involves emotional stability, academic and some vocational ability.

We feel that the success of this program largely depends on whether personnel understand and work together planning and coordinating as a team in reaching objectives which have been outlined.

I. General Objectives

A. Developing social and emotional maturity
B. Developing health and safety habits
C. Developing language skills and concepts
D. Developing the use of arts and crafts
E. Developing numerical skills and crafts
F. Developing vocational adequacy
G. Developing a knowledge of practical sciences

II. Specific Objectives

A. To help the student realize realistic goals in choosing a job
B. To give employers a better understanding of the project
C. Develop better habits of listening, attending, and observing
D. To develop more creative thinking (sensitivity to problems, fluency of ideas, flexibility, originality, etc.)
E. To promote more understanding, better attitudes and cooperation among class members
F. To provide students with experiences of success and feelings of security
G. To provide opportunity for exercises of democratic processes
H. To train imagination and emotions
I. To develop sensitivity
J. To help the student in becoming more aware of the importance of good behavior
K. To help the student realize the importance of sanitation and preservation in dairy foods
L. To help the student gain more skill in reading, writing, arithmetic and oral expression

III. Materials

Telephone
Telephone directory
City maps
Clocks
Magic marker
Chart paper
Menus
Flour
Oil of Winter Green

All types of cloth
Paints
Hammer
Nails and tacks
Wood strips or scraps of wood
Glue
Toilet tissue
Construction paper
Crayons

Clothes hangers
Cotton
Corn
Buttons
Wire
Sponges
Sugar blocks
Rope
Etc.....

IV. Methods (Contrived experiences, field trips, demonstrations, displays, verbal and visual symbols)

A. Dairy foods in relation to good health
  1. Understanding the importance of dairy foods in our daily diet
    a. Make posters illustrating dairy foods
    b. Label and read names of foods on posters
    c. Read the names of dairy foods found on a menu
    d. Discuss the importance of dairy foods in our diet
    e. Read leading questions from blackboard on a film to be shown
    f. Observe and discuss film
    g. Write sentences, or paragraphs describing a favorite dairy food as to taste, smell and appearance
  2. First Field Trip (Dairy Farm)
    a. Planning for field trip
      (1) Listen to reading on pasteurization
      (2) Discuss the importance of pasteurization

- (3) Compare the handling of dairy foods years ago and today in relation to health
- (4) Discuss helpful and harmful bacteria in relation to dairy foods
- (5) Read in *Golden Book of Science* - Chapter "Beggar Plants"
- (6) Discuss chapter read as to main ideas
- (7) Discuss the importance of our Health Department in relation to dairies
- (8) Find and read location and telephone number of Health Department in telephone directory
- (9) Spell numbers
- (10) Demonstrate date of appointment of field trip on calendar
- (11) Discuss the importance of promptness of appointment
- (12) Spell day, month, year and time of appointment
- (13) Discuss, demonstrate and spell first, second, etc. of month
- (14) Give directions from Vocational Rehabilitation to Health Department
- (15) Find location of Health Department on city map
- (16) Discuss and dramatize improper and proper instructions
- (17) Discuss, dramatize, or pantomime acceptable and unacceptable behavior in public
- (18) Observe and discuss the use of the microscope in relation to diseases
- (19) Discuss and dramatize good and poor conversation on a field trip
- (20) Discuss the importance of listening
- (21) Read and record mileage from cars parked at Vocational Rehabilitation
- (22) Read and spell numbers in mileage
- (23) Work problems pertaining to distance
- (24) Read in different levels of reading in science books on animals

b. Making field trip (Health Department)
- (1) Student gives directions to Health Department as to left or right lane, turns, and streets
- (2) Discuss and demonstrate left and right turns, lanes, etc.
- (3) Read and discuss gas gauge, speedometer at different speeds, words on car such as rear heater, defroster, etc.
- (4) Record time on leaving Vocational Rehabilitation and returning
- (5) Record mileage on leaving Vocational Rehabilitation and returning
- (6) Student asks for information at desk as to location of laboratory
- (7) Student makes introduction
- (8) Observe harmful bacteria under microscope
- (9) Observe tests being made for impure milk and water
- (10) Observe test being made for fox's head for rabies
- (11) Listen to information given about each observation

c. Using information from field trips
- (1) Discuss the most interesting thing observed on field trip
- (2) Tell and read words of things observed
- (3) Write and describe the most interesting thing observed
- (4) Read a class story about field trip
- (5) Look up words in dictionary, finding meaning and syllables
- (6) Read and discuss meaning of words as to use in context
- (7) Spell words by kinesthetic method
- (8) Discuss correct punctuation and capitalization in story
- (9) Write sentences, paragraphs, or the story as dictated by teacher
- (10) Drill on misspelled words by kinesthetic method
- (11) Work exercises pertaining to correct uses of grammar, using sentences from chart context
- (12) Discuss each paragraph of story as to main and specific ideas
- (13) Discuss diseases and poor health in relation to medical expenses
- (14) Work problems pertaining to medical expenses
- (15) Work drill practices daily in addition, subtraction, multiplication, division or simple fractions, starting at the level of the student
- (16) Work problems pertaining to cattle and feed
- (17) Determine time and mileage from recordings

B. Second Field Trip

1. Planning for second field trip
- a. Find and read location and telephone numbers of dairies in directory
- b. Discuss the difference between a dairy farm and a dairy plant
- c. Observe and listen to a film on dairy farms
- d. Discuss main ideas in film
- e. Discuss health, feeding and breeding of cows in relation to productivity of milk
- f. Discuss kinds of jobs expected to be found on a dairy farm

2. Making second field trip
    a. Read and discuss highway signs
    b. Count cows in the outside dairy
    c. Student makes introductions
    d. Converse with employees and manager
    e. Milk cows with hands and milkers
    f. Observe the process of milking
    g. Listen to dairy foreman as to breed of cows, quantity and quality of milk, etc.
3. Using information from field trip
    a. Determine mileage and time from recordings
    b. Tell, read and spell names of things observed
    c. Describe one thing observed
    d. Work problems related to bushels and pounds of feed and cost of cows
    e. Discuss kinds of jobs observed and abilities needed for each
    f. Work problems related to wages on a dairy farm
    g. Make creative bulletin board murals in groups or individually of ideas gained from experience
    h. Compose titles for murals
    i. Compose and read stories, poems, or songs pertaining to ideas gained from experience
    j. Class read from chart the most well liked story composed by a class member
    k. Discuss main and specific ideas brought out in paragraph of story
    l. Discuss correct punctuation and capitalization of sentences
    m. Work exercises on punctuation and capitalization composed by teacher
    n. Write story as dictated by teacher
    o. Break misspelled words in syllables by using the dictionary
    p. Spell by kinesthetic method
    q. Rewrite sentences using misspelled words as dictated by teacher
    r. Work exercises of root words, suffixes, and prefixes composed by teacher
    s. Discuss the meaning of words from context of chart, such as hole, hold, whole
    t. Make sentences written or orally with the words
    u. Spell the words
    v. Give words describing things observed on trip
    w. Give words describing action of things observed
    x. Read words from black board
    y. Compose creative sentences using descriptive words and actions
    z. Students evaluate themselves as to behavior, conversation and introductions on trip
    aa. Determine time of mileage from recordings
    bb. Write letter to employer

C. Third Field Trip (Dairy Plant)
1. Planning for field trip
    a. Discuss kinds of jobs expected to be found in a dairy
    b. Observe and discuss film on dairy plant as to main ideas
    c. Find and read telephone number and location of dairies
    d. Locate plants on city map
    e. Read industry words and abbreviations
    f. Demonstrate and discuss time of appointment on clock
    g. Work problems related to time
    h. List and read all sounds heard in classroom situation in a given time
    i. Pantomime unacceptable behavior in a dairy plant
    j. Discuss safety in a dairy plant
    k. Dramatize poor listening on a tour in a dairy plant
2. Making field trip
    a. Record time and mileage on leaving and returning to Vocational Rehabilitation
    b. Student gives directions as to location of plant
    c. Read street signs
    d. Student makes introductions
    e. Observing for unusual things or people
    f. Conversing with manager
    g. Observing operations of plant
    h. Listening to manager as to operation of plant
    i. Observe containers of dairy products as to gallons, quarts, etc.
3. Using information from field trip
    a. Determine mileage and time from recordings
    b. Write and describe the food which was eaten or drunk on a field trip as to appearance, taste and smell

- c. Tell and read words of things observed
- d. Tell and read actions of things observed
- e. Make sentences using words from blackboard
- f. Compose a class story from field trip
- g. Read and discuss as to main and specific ideas of each paragraph
- h. Spell words from context by kinesthetic method of teaching
- i. Work exercises pertaining to capitalization, punctuation, uses of verbs, prefixes and suffixes, vocabulary, etc., as composed by teacher
- j. Pantomime most well liked job and evaluate self as to potentials
- k. Make animal characters
- l. Compose a pantomime and dramatization in relation to characters as people
- m. Evaluate self constructively as to behavior, introductions and conversations
- n. Discuss interesting things observed in the process of processing of milk
- o. Work daily exercises in addition, subtraction, etc.
- p. Read and spell numerical words and abbreviations, (gallons, quarts, etc.)
- q. Read from dairy containers
- r. Work problems related to quarts, pints, etc.
- s. Write a letter to employer

D. Fourth Field Trip - Grocery Store

1. Planning for field trip
    - a. Discuss milk from the dairy farm to the grocery store
    - b. Class plans and makes a survey sheet for dairy products
    - c. Read and discuss survey sheet
    - d. Find, read names and location of grocery stores
    - e. Locate some of the stores on city maps
    - f. Discuss types of jobs expected to be found in a grocery store
    - g. Plan to observe for the happiest, saddest or funniest looking person observed on a trip
    - h. Plan and write kinds of noises heard in store
    - i. Plan to observe for behavior and appearance of people in store
    - j. Discuss the importance of refrigeration of dairy products
    - k. Dramatize the correct way for each student to express appreciation of employer's time
    - l. Choose and discuss the neatest boy in class
    - m. Discuss the importance of appearance in public
    - n. Demonstrate and discuss scales as to pounds and ounces
    - o. Weigh different things and read scales
2. Making field trip
    - a. Observing and reading different containers of dairy products
    - b. Completing survey sheet
    - c. Observing people about them
    - d. Listening for different noises
    - e. Reading numerical terms
    - f. Observing type of refrigeration in grocery store
    - g. Students expressing appreciation for field trip
    - h. Assuming responsibility for acceptable behavior of self
    - i. Observing employees performing different jobs
3. Using information from field trip
    - a. Evaluate selves as to conversation, and behavior on field trip
    - b. Read prices of different dairy items from individual survey sheet
    - c. Compare prices from survey sheets as to correct surveys by individuals
    - d. Read words from dairy cartons
    - e. Look in dictionary as to meaning of words
    - f. Use words in sentences orally or written
    - g. Read and spell numerical words and abbreviations
    - h. Write sentences using numerical words
    - i. Demonstrate and discuss thermometers
    - j. Students demonstrate different degrees on thermometer
    - k. Discuss the type of refrigeration used in grocery store for dairy foods
    - l. Discuss dairy foods sold in gallons, pounds, etc.
    - m. Work problems using information from survey sheet
    - n. Work drill practices in addition, subtraction, etc., daily as to level of student
    - o. Read sounds heard in store
    - p. Discuss noises heard which can make a place uncomfortable in which to live
    - q. Tell or write about the funniest, saddest, etc., person observed

This unit could be expanded around a homemaking unit such as planning, buying, preparing and serving meals using dairy products.

APPENDIX C

DEFINITION OF TERMS USED IN THE EVALUATION PROCESS

.....Basic Skills:
This includes ability to learn, previous training, aptitude, mechanical ability, sense of touch, communicative skills, specific skills to carry out a particular job assignment, and the ability to take instructions.

.....Neuro-Muscular Coordination:
The ability of the thought processes of the individual to direct muscular movement to perform a given muscular requirement.

.....Muscular Coordination:
The ability of the muscles to function in rhythm so that movements may be effected smoothly and purposefully. It is the ability of the muscles to perform a given task without wasted action.

.....Work Habits:
The ability to stick to a job, carry out job assignments, organize and plan work in an efficient manner, regular in attendance, prompt to classes, and have a sense of responsibility to the work to be done.

.....Work Tolerance:
The physical capacity to endure work. This should be measured in terms of ability to work at light or heavy work for a period of eight hours or less. The extent of physical requirements should be explained as well as the ability of the trainee to endure work for a given number of hours. Description of physical requirements should include such factors as extended sitting, stooping, lifting, arranging, and moving heavy objects.

.....Shop Habits:
The care and use of shop tools, equipment, work station, arrangement of tools and equipment for efficiency, and neatness and cleanliness of work station. The shop should always be left neat and tidy when work is over.

.....Motivations:
The desire of an individual to participate in a job performance.

.....Manual Dexterity:
The ability to use the hands with a high degree of efficiency in job performance. This includes the use of hands, wrists, elbows, and shoulders as a working unit. It would also include the use of the hands simultaneously.

.....Finger Dexterity:
The ability to move the fingers with purposefulness, agility, and flexibility. This would include the ability to make fine discriminations with the fingers in handling objects.

.....Regard for Safety Precautions:
The ability to follow accepted methods for safe use of equipment and tools without deviation. This includes the recognition of danger areas and the use of proper precautions to prevent accidents.

.....Personal-Social Adjustment:
The study of client's ability to make personal adaptations within a variation of job conditions. Relationship with work peers while personal adaptations are in progress.

.....Job Reliability:
The ability to follow daily work practices with skill and purpose.

.....Self-Image:
How client perceives himself in relations to vocational expectation and related abilities.

.....Job Readiness:
Status of client as previous training, aptitude, mechanical ability, communicative skills, specific skills to carry out job assignments in vocational area trained.

APPENDIX D

EXAMPLES OF MEMORANDA AND COMMUNICATIONS FROM PROJECT OFFICE

Appendix D consists of selected examples from the 84 memoranda and communications sent to teachers. UA-VRA-4 was one of the first communications sent. It was an attempt to give some initial information to teachers and to "secure" them in their approach until project staff could visit.

UV-VRA-4

To: All Teachers of Research and Demonstration Project Classes

From: Jasper Harvey

Subject: Basic considerations concerning "An Investigation of the Terminal Public School Special Class Curriculum and Environment and Vocational Rehabilitation of Mentally Retarded Young Adults"

1. In the beginning sessions, give the youths with whom you are working an opportunity to "talk it out." Look for (a) interests, (b) concerns, (c) anxieties, (d) what he expresses as *wanting* to learn, (e) what he expresses as feeling he *needs* to learn. These should be noted and used as the basic beginnings for curriculum planning. In this early working through, explain the program into which they are going. A basic framework is included with this memorandum so that you may have some understanding of what we are attempting to do. The expressed question, "What do you want from school?" will help to elicit more guidelines for your joint planning. These youths and you need to feel that you still are a part of the school although located physically in a rehabilitation facility. In doing this, involve the two superintendents concerned with your class the supervisors, principal, and other school personnel.

2. Build some type of schedule from the first day you meet with the group. Plan the schedule collectively and *adhere to it consistently*. This is a beginning for vocational placement. At first, your planning may include only the time for beginning of school in the morning, the noon lunch hour, and dismissal time. It is not possible to overstress the necessity of consistency in these three clock times. One hour should be allowed for lunch time, during which desk-rest will be possible for those who need it; however, do not schedule a "nap time" in your other hours. Expressed bluntly, your job is the beginning toughening-up to get each youth ready for a daily eight (8) hours on the job. Your class hours should conform to the regular school day, i.e., 8:30 A.M. - 3:30 P.M.

3. *BUILD SCHOOL RELATIONS*: This begins with the superintendent, and includes all school personnel. You will have their support when you earn it. Our experience in Selma has indicated that this is factual. There will be someone in your central office who will help you. Ask for this help, but collect needs and have a day to ask their assistance.

4. The supervisors in the workshop must be worked with so that the best of relations are maintained. Take the initiative in this area, helping them to understand your function and letting them help you to understand theirs.

5. Utilize resources of the Rehabilitation Center, as this is a cooperative project. Work closely with the manager of the facility. He or she will be your best supporter if you cooperate with them.

6. We are here to help you. Contact us concerning *any* problem you have, no matter how trivial it may seem. Our function is to coordinate the total program, give suggestions and help. Our function is not supervisory, it is a matter of *working with you*. We will be visiting you as soon as our funds are available. This will be late in September.

7. Be aware of rules and procedures in the workshop. Involve the manager in this. He is a status person with these youths and *give him that status*.

8. This statement is repetitive, but of such importance to the success of the individual units and the total project, that we wish to repeat. WE ARE A PART OF THE PUBLIC SCHOOL PROGRAM. In no way are we independent units—make the school personnel NECESSARY to your program. Remember, school people are *us*, let's inform them. As they understand what we are attempting to do we will have their support.

9. Early participation in the shop must be coordinated with the workshop manager. Keep your pupil-clients in the classroom with pre-vocational activities until they are ready to choose where they may "try out" in various units, i.e., woodworking, caneing, office training, etc. Rotate slowly, as it is possible that they will be in one unit for a period of months.

10. In case of a misunderstanding in the workshop, should the youth be correct, give him your support, even with the adults. If he be wrong, correct him and explain that you can correct him and still accept him. You will loose your group's support if you do not do this. If you support him with the adults, DO THIS IN SUCH A MANNER AS NOT TO ALIENATE THE SHOP PEOPLE.

11. Get used to using the phrase, WE messed up on ....," NOT "You messed up on ...." Always assume you are involved. ACTUALLY, YOU ARE INVOLVED!

12. The basic program is your responsibility from the time they come in the morning until they leave in the afternoon. This applies to the time they may be in the workshop.

13. You will be responsible for Vocational Records. You cannot doe these correctly unless you have understanding of the various shops in terms of job skills and tools. GET ACQUAINTED WITH THEM.

14. Girls will be your responsibility in the class while the boys are in the shop, unless there is a shop for them. Check with the public school superintendent as to placement with other ethnic groups in the shop. THIS IS PARTICULARLY IMPORTANT WITH THE GIRLS. CHECK THIS OUT!

15. Always welcome visitors. Organize visitation through the public school superintendent or his designate. Your facility manager is a key person here. He or she can "screen" out the "curious." Welcome concerned individuals, but not the "curiosity seekers." These youths are no in the curiosity category, nor is your program.

16. Any publicity must be cleared through the University of Alabama or through the State Office of Vocational Rehabilitation. These youths MUST NOT BE EXPLOITED.

17. There have been included funds for your travel and per diem for five (5) work-conferences here at the University. The first of these will be "skull" sessions where we can get our problems, frustrations, and needs out and aired. The first conference should come sometime in October. Let us have your reactions.

18. Our address is P. O. Box 2583, University, Alabama. If you forget this use University of Alabama, University, Alabama. Our phone is 752-7441, Extension 249.

UA-VRA-17 is an example of a report requested for an evaluation of progress after the first four months of operation of the project, September, 1961 - December, 1961.

UA-VRA-17

To: R & D Teachers

From: Jasper Harvey

Subject: Supplementary Data for Report on Persons Served or Rehabilitated Under Research and Demonstration Project

1. Total number of youths enrolled as of:
   a. September 15, 1961 ____________
   b. October 15, 1961 ____________
   c. November 15, 1961 ____________
   d. December 11, 1961 ____________

2. List name, chronological age (C.A.), mental age (M.A.), if Binet, intelligence quotient (I.Q.), and instrument (Binet, Wechsler, other) for each youth enrolled: (If other, name of instrument)

	Name	C.A.	M.A.	I.Q.	Instrument
(1)					
(2)					
(3)					
(4)					
(5)					
(6)					
(7)					
(8)					
(9)					
(10)					
(11)					
(12)					

3. List names and reasons for drop-out of all youths who are not attending class, if they have been admitted by your Admissions and Dismissals Committee.

(1) ______________________________

(2) ______________________________

(3) ______________________________

(4) ______________________________

4. What is the make-up of your Admissions and Dismissals Committee:

____

5. Describe the location of your class: (All classes should be in conjunction with facility workshops by February 1, 1962. Will your class meet this criterion? If not, when do you expect to meet it?)

6. List evaluations other than psychologicals which have been administered:

UA-VRA-25 is an example of a directive concerning preparation of Weekly Curriculum Reports. It is self-explanatory.

UA-VRA-25

To: Teachers, Research and Demonstration Project Classes

From: Jasper Harvey

Subject: Weekly Curriculum Reports

In checking the Weekly Curriculum Reports, there are a number of teachers who have not been keeping these reports on a current basis. As of this date, March 1, 1962, eleven weekly reports are due. Our records now show that your reports have been received through ____________________.

These reports of your daily approach to curriculum are your single most important contribution to the research aspect of this Research and Demonstration Project. Your teaching and the articulation with the rehabilitation aspect are the most important demonstration aspects.

The following points must be noted:

1. Wording of "Goals", do not use general overall goals, be specific;
2. Use specifics in units of work; there have been gross ambiguities, i.e., we are unable to tell what you actually mean (example: Vocational skills is an ambiguous term; What vocational skills such as ability to measure, count money, etc.);
3. Some of the reports indicate flagrant usage of a "watered-down-curriculum" with gross emphasis upon academic skills in isolation;
4. We question whether a few of you are meeting the actual immediate and future needs of the pupil-clients;
5. Use of "same as day before" is not adequate; if there be repetition point out the need for such; a statement such as the above makes your teaching suspect;
6. Date your reports to articulate with actual weekly calendar dates;
7. Attached is a reproduction of one of the better reports which we are receiving.

This memorandum is most directive. Many of you are doing excellent reports. Those of you who are not are the teachers with whom we are vitally concerned.

TEACHER____________________

R & D PROJECT (City)____________

DATE____________________

COMMENTS A great deal of work was done before going on this trip. The teacher visited the plant and familiarized himself with areas he intended to cover with the pupils.

	ACTIVITY OR UNIT	GOALS	METHODS	MATERIALS	EVALUATION
M O R N I N G	Field trip to Pet Dairy Products Co.	To familiarize students with job situations that they could possibly fit into and perform satisfactorily.	Student observation of job situations.	Two Cars Pencils Outline of questions concerning various areas, such as, jobs, salaries, benefits, working conditions, rules	No evaluation while at plant except after the interviews, when personnel men commented individually to pupils as to their answers and reactions.

	ACTIVITY OR UNIT	GOALS	METHODS	MATERIALS	EVALUATION
MORNING		To familiarize students with complete operation of milk—that is, what happens to milk from dairy to consumer. To create a setting in which tool subjects drill can be carried on. To acquaint student first hand with job interview situation.	Previous class work. Explanation by guide. Student observation. Trip to stimulate student so that work could be done in classroom. Students actually interviewed by company personnel men.	and regulations, etc. Charts	
AFTERNOON	Follow-up of field trip: (1) Group discussion of various jobs encountered. (2) Duties of workmen (3) Work conditions (4) Benefits (a) Pay (b) Vacations (c) Insurance (d) Promotions (5) Written report of trip—"The Job I Like Best"	(1) To provide setting in which student could contribute voluntarily. (2) To familiarize student with idea that all workmen have responsibilities. (3) To stress idea that rules and regulations are extended into adulthood, and is in fact a good sign of maturity when one can satisfactorily abide by them for the benefit of others as well as his own benefit.	(1) Following outline drawn up previous to trip. (2) Discussion of various job duties at the plant. (3) Discussion of plant safety rules and their purpose. (4) Application of math to determine salaries, length of service, etc. (5) Discussion of which job suited which stud. determined by his interest in that particular job.	Pencils and Paper Chart Paper	Oral teacher appraisal. Pupil evaluation in class discussions.

UA-VRA-36 was a form used for reporting attendance in individual project classes.

UA-VRA-36

Date____________________

To: Research and Demonstration Project Teachers

From: Jasper Harvey

Subject: Attendance Report for R & D Class - (2 copies - one to be kept by teacher)

	STUDENT	DATE ENTERED	ACTUAL DAYS PRESENT	ACTUAL DAYS ABSENT	DATE WITHDREW*
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					

*If student to be carried for beginning September, 1962, simply note 9/62.

UA-VRA-52 was a communication concerning progress reports to local superintendents and to parents and/or guardians.

UA-VRA-52

To: Teachers of Research and Demonstration Classes

From: Jasper Harvey

Subject: Progress reports to all Superintendents
Progress reports to all Parents/Guardians

Reports to Superintendents. As was pointed out in the first year's Project Report, one of the weaknesses within the project last year was lack of articulation between classes and superintendents. Mrs. Embry writes each superintendent relative to the classes and teachers, as she visits, but a personal, written report from the individual teacher is necessary. This is a further method of establishing rapport between your class and the school system.

Such reporting may be done in the form of a succinct and informative letter. You should mention the number of pupil-clients, the number from the city and/or county, the number retained from last year's class, the number of pupil-clients placed on jobs during the 1961-62 school year, the kinds of activities and/or materials used (such as the "Y" program, units, etc.), the curriculum you have established, and workshop experiences available to pupil-clients.

It has been indicated that each superintendent will greatly appreciate having such information on record for his personal use and as a source for informing other interested individuals as the exact activities of your class. These letters or reports must be sent at least twice each school year, one each semester. Should you desire to do this more often, we urge you to do so. A copy of all such reports should be filed in the classroom and a copy sent to this office.

Reporting to Parents. It is hoped that you have devised some definite plan for reporting to parents. This should be in some written form and made periodically preferably every six weeks or nine weeks. It is not necessary to develop a long, detailed form. A few well-written, simply worded sentences will suffice. You should mention progress in academic or tool subjects as well as social adjustment (using the ideas listed on page 157 First Year's Report), personal habits, attitudes and personality traits, work habits, and the like as on pages 119-120 of First Year's Report.

You might divide your report into two parts: (1) classroom, and (2) workshop experiences upon which to base your observations or remarks. In case of adverse criticism for any given pupil-client, where possible, balance with complimentary remarks or statements of successful experiences.

This report should be filed in each client's records.

UA-VRA-56 and UA-VRA-57 were used to obtain specific data concerning pupil-clients, Admissions-Dismissals Committees, location of classes, evaluations, time each pupil-client spent in a workshop, and data regarding prior special education class placement. UA-VRA-56 was identical to UA-VRA-17 except for dates and is not reproduced.

UA-VRA-57

To: Workshop Managers and Project Class Teachers

From: Jasper Harvey

Subject: Amount of Time Spent in Workshop by Individual Pupil-Clients

Please complete the following information and return to the project office in the enclosed envelope. We have reached the half way point in this project and it is necessary that we know what is happening to each individual youth in terms of a reasonable amount of time in the workshop. You will agree that with all but a few of the pupil-clients they should be progressing toward placement.

	Name	Avg. Hours Spent Per Week in Workshop	If No Time Spent in Workshop Give Reason
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			

	Name	Avg. Hours Spent Per Week in Workshop	If No Time Spent in Workshop Give Reason
14.	______________________________	__________	______________
15.	______________________________	__________	______________

These various kinds of records indicate, in part, the scope of record keeping by the project office. Previous yearly reports include others.